

Appendix A—Standard Error Tables

This appendix provides estimates, standard errors, unweighted and weighted n's corresponding to most of the tables contained in the body of the report. Estimates take the form of either percentages or averages. Standard errors are abbreviated as "S.E." and represent a valuation of the deviation of the sample mean from the true population mean, or a measure of the accuracy of the estimate. The smaller the S.E., the more accurate the estimate. Unweighted n's represent the actual size of the survey sample on which the estimates and standard errors are based, while weighted n's represent projections of the size of the relevant population.

For example, in table A1 (corresponding to table 1 in the Introduction), the Total estimate for 1982 is 98.2 percent. The standard error associated with this estimate is 0.19 percent. The 98.2 percent figure was derived from data on a sample of 9,596 public high school graduates (the unweighted n) in the High School and Beyond Sophomore Cohort Second Follow-up Survey, while it is estimated that there were actually 2,606,000 public high school graduates (the weighted n) in 1982.

To estimate the number of persons in the population who meet certain criteria, you can apply percentage estimates (but not averages) to the weighted n's. Based on table A1, for example, you would estimate that 2,559,092 (or 98.2 percent times 2,606,000) public high school graduates in 1982 completed at least one vocational education course in high school. Furthermore, you could say with 95 percent confidence that the true population figure falls between 2,549,189 and 2,568,995 (or within 2 times the S.E. of 0.19 percent around the population estimate).

Table A1—Standard errors for table 1: Percentage of public high school graduates completing one or more courses in vocational education, by type of vocational education: 1982–94

Vocational education type	1982	1990	1994
Total	98.2	98.0	97.2
S.E.	0.19	0.27	0.32
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Family and consumer sciences education	50.2	48.1	45.1
S.E.	0.91	1.99	1.67
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
General labor market preparation	77.6	68.8	61.1
S.E.	0.71	2.13	1.57
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Specific labor market preparation	88.7	90.6	90.8
S.E.	0.47	0.67	0.67
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A2—Standard errors for table 6: Percentage distribution of all adults aged 18 years or older and of those in the labor force according to their employment status, by educational attainment: 1996

Educational attainment	Of all adults			Percent of time in labor force	
	Employed	Unemployed	Not in labor force	Employed	Unemployed
Total	65.1	3.2	31.8	95.3	4.7
S.E.	0.17	0.06	0.09	0.09	0.09
Unweighted n	89,406	89,406	89,406	60,553	60,553
Weighted n (in 1000s)	193,486	193,486	193,486	132,013	132,013
Less than high school completion	39.4	4.4	56.2	90.0	10.0
S.E.	0.42	0.17	0.22	0.39	0.39
Unweighted n	15,387	15,387	15,387	6,491	6,491
Weighted n (in 1000s)	34,089	34,089	34,089	14,921	14,921
High school completion	63.7	3.7	32.6	94.5	5.5
S.E.	0.30	0.12	0.15	0.17	0.17
Unweighted n	30,571	30,571	30,571	20,399	20,399
Weighted n (in 1000s)	65,349	65,349	65,349	44,058	44,058
Some college, no degree	69.7	3.0	27.3	95.9	4.2
S.E.	0.37	0.14	0.19	0.19	0.19
Unweighted n	17,451	17,451	17,451	12,625	12,625
Weighted n (in 1000s)	38,233	38,233	38,233	27,809	27,809
Associate's degree	77.5	2.6	20.0	96.8	3.2
S.E.	0.57	0.22	0.29	0.27	0.27
Unweighted n	6,304	6,304	6,304	5,057	5,057
Weighted n (in 1000s)	13,431	13,431	13,431	10,751	10,751
Bachelor's degree or higher	79.6	1.7	18.7	97.9	2.1
S.E.	0.31	0.10	0.16	0.12	0.12
Unweighted n	19,693	19,693	19,693	15,981	15,981
Weighted n (in 1000s)	42,384	42,384	42,384	34,474	34,474

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table A3—Standard errors for table 8: Percentage of employers reporting selected high-performance work characteristics, by firm size: 1994 and 1997

Firm size (number of employees)	Percentage of employers who			Average percentage of nonmanagerial and nonsupervisory employees participating in	
	Adopted total quality management program	Underwent reengineering within past 3 years	Participated in performance benchmarking	Job rotation	Self-managed teams
1994					
Total	36.6	—	22.7	18.8	13.1
S.E.	1.52	—	1.32	0.97	0.85
Unweighted n	2,929	—	2,896	2,835	2,848
Weighted n (in 1000s)	584	—	585	579	572
20–49	33.1	—	19.2	21.6	13.8
S.E.	1.90	—	1.58	1.33	1.13
Unweighted n	485	—	483	481	477
Weighted n (in 1000s)	353	—	358	352	344
50–99	37.3	—	24.6	13.7	12.0
S.E.	3.27	—	2.95	1.68	1.76
Unweighted n	436	—	431	428	429
Weighted n (in 1000s)	127	—	124	126	126
100–249	42.6	—	26.2	16.7	12.1
S.E.	4.43	—	3.93	2.77	2.28
Unweighted n	558	—	559	553	554
Weighted n (in 1000s)	73	—	73	72	72
250 or more	59.9	—	47.1	12.1	11.6
S.E.	6.76	—	6.97	3.26	3.47
Unweighted n	1,450	—	1,423	1,373	1,388
Weighted n (in 1000s)	31	—	30	29	30
1997					
Total	—	24.9	20.4	21.7	15.5
S.E.	—	1.33	1.25	1.05	0.93
Unweighted n	—	2,934	2,861	2,935	2,928
Weighted n (in 1000s)	—	640	629	652	655
20–49	—	20.4	15.6	24.6	16.3
S.E.	—	1.59	1.44	1.46	1.26
Unweighted n	—	517	513	524	526
Weighted n (in 1000s)	—	387	385	397	401
50–99	—	29.2	24.7	16.7	13.9
S.E.	—	3.02	2.91	1.83	1.83
Unweighted n	—	493	476	496	495
Weighted n (in 1000s)	—	138	134	139	139

Table A3—Standard errors for table 8: Percentage of employers reporting selected high-performance work characteristics, by firm size: 1994 and 1997—Continued

Firm size (number of employees)	Percentage of employers who			Average percentage of nonmanagerial and nonsupervisory employees participating in	
	Adopted total quality management program	Underwent reengineering within past 3 years	Participated in performance benchmarking	Job rotation	Self-managed teams
100–249	—	30.9	28.8	17.8	14.1
S.E.	—	3.96	3.97	2.61	2.32
Unweighted n	—	559	545	569	562
Weighted n (in 1000s)	—	83	79	85	84
250 or more	—	44.9	39.3	18.4	16.5
S.E.	—	6.93	6.92	4.16	4.28
Unweighted n	—	1,365	1,327	1,346	1,345
Weighted n (in 1000s)	—	32	31	32	31

—Not available.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: 1994 National Employer Survey, Phase I, and 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A4—Standard errors for table 9: Percentage of employers reporting that they were involved in a school-to-work partnership, by firm size: 1997

Firm size (number of employees)	School-to-work participation
Total	25.4
S.E.	1.33
Unweighted n	2,945
Weighted n (in 1000s)	645
20–49	22.9
S.E.	1.65
Unweighted n	518
Weighted n (in 1000s)	392
50–99	23.8
S.E.	2.83
Unweighted n	492
Weighted n (in 1000s)	138
100–249	32.6
S.E.	4.01
Unweighted n	564
Weighted n (in 1000s)	84
250 or more	44.7
S.E.	6.93
Unweighted n	1,371
Weighted n (in 1000s)	32

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Row n's may not add to total n's because of missing data.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A5—Standard errors for table 10: Percentage of employers reporting that they participated in selected work-based learning activities, by firm size and type: 1997

Firm size and type	All of these activities	At least one of these activities	Internship	Job shadowing	Co-operative education	Mentoring	Regular apprentice-ship	Youth apprentice-ship
Total	0.8	41.9	20.6	14.8	14.4	9.5	7.8	3.9
S.E.	0.28	1.51	1.24	1.09	1.07	0.90	0.82	0.59
Unweighted n	2,958	2,958	2,954	2,949	2,950	2,949	2,947	2,949
Weighted n (in 1000s)	648	648	647	648	648	646	648	648
Firm size (number of employees)								
20–49	1.3	35.2	17.0	14.6	12.2	9.2	8.1	4.3
S.E.	0.44	1.88	1.48	1.39	1.29	1.14	1.07	0.80
Unweighted n	519	519	518	519	519	518	519	519
Weighted n (in 1000s)	393	393	392	393	393	392	393	393
50–99	0.0	47.1	18.9	13.0	15.4	7.7	7.4	3.0
S.E.	0.00	3.31	2.60	2.23	2.39	1.77	1.73	1.13
Unweighted n	493	493	493	491	493	492	493	493
Weighted n (in 1000s)	138	138	138	138	138	138	138	138
100–249	0.2	54.2	29.3	14.9	19.1	10.6	7.4	3.6
S.E.	0.36	4.24	3.88	3.04	3.35	2.62	2.23	1.59
Unweighted n	565	565	563	564	563	564	564	563
Weighted n (in 1000s)	85	85	84	84	84	84	84	84
250 or more	0.4	68.5	48.6	24.6	24.0	19.4	7.4	3.7
S.E.	0.85	6.44	6.93	5.98	5.93	5.49	3.64	2.63
Unweighted n	1,381	1,381	1,380	1,375	1,375	1,375	1,371	1,374
Weighted n (in 1000s)	32	32	32	32	32	32	32	32
Firm type								
Construction, manufacturing, and transportation	0.0	39.7	16.6	9.0	11.1	5.2	12.3	1.5
S.E.	0.12	2.80	2.14	1.64	1.80	1.27	1.88	0.70
Unweighted n	2,032	2,032	2,029	2,025	2,026	2,026	2,022	2,024
Weighted n (in 1000s)	185	185	185	185	185	185	185	185
Wholesale/retail trade	1.7	38.3	17.1	13.9	18.0	11.4	7.7	6.2
S.E.	0.59	2.21	1.71	1.57	1.74	1.44	1.21	1.10
Unweighted n	241	241	241	241	241	241	241	241
Weighted n (in 1000s)	295	295	295	295	295	295	295	295
Services	0.1	50.5	31.0	22.6	11.6	11.1	3.1	2.4
S.E.	0.20	3.01	2.79	2.52	1.93	1.90	1.05	0.92
Unweighted n	685	685	684	683	683	682	684	684
Weighted n (in 1000s)	168	168	168	167	168	166	168	168

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A6—Standard errors for table 11: Percentage distribution of employers according to their estimations of the education levels of new front-line workers,¹ by firm type: 1997

Firm type	Some postsecondary education ²	High school diploma or less
Total	36.8	63.2
S.E.	1.44	1.44
Unweighted n	2,109	2,109
Weighted n (in 1000s)	475	475
Construction, manufacturing, and transportation	20.4	79.6
S.E.	2.14	2.14
Unweighted n	1,532	1,532
Weighted n (in 1000s)	138	138
Wholesale/retail trade	38.7	61.3
S.E.	1.96	1.96
Unweighted n	193	193
Weighted n (in 1000s)	245	245
Services	56.1	43.9
S.E.	3.54	3.54
Unweighted n	384	384
Weighted n (in 1000s)	91	91

¹For manufacturing establishments, the term “front-line workers” includes production workers; for other establishments, the term refers to sales and customer service workers.

²Certification, some college, 2-year degree, or 4-year degree or higher.

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Percentages may not add to 100 due to rounding. Row n’s may not add to total n’s because of missing data.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A7—Standard errors for table 12: Percentage distribution of employers reporting that the proficiency of front-line workers* has increased, decreased, or remained the same during the last 3 years, by firm revenues: 1997

1996 Firm revenues (in millions)	Increased	Decreased	Remained the same
Total	31.9	13.7	54.5
S.E.	1.50	1.10	1.60
Unweighted n	2,745	2,745	2,745
Weighted n (in 1000s)	587	587	587
Less than \$1	15.2	22.1	62.8
S.E.	2.80	3.24	3.78
Unweighted n	128	128	128
Weighted n (in 1000s)	100	100	100
\$1–10	33.5	10.1	56.4
S.E.	2.27	1.45	2.38
Unweighted n	640	640	640
Weighted n (in 1000s)	264	264	264
\$10–100	35.7	14.4	49.8
S.E.	3.50	2.57	3.66
Unweighted n	1,050	1,050	1,050
Weighted n (in 1000s)	114	114	114
More than \$100	38.6	6.7	54.7
S.E.	8.96	4.61	9.16
Unweighted n	516	516	516
Weighted n (in 1000s)	19	19	19

*For manufacturing establishments, the term “front-line workers” includes production workers; for other establishments, the term refers to sales and customer service workers.

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Percentages may not add to 100 due to rounding. Row n’s may not add to total n’s because of missing data.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A8—Standard errors for table 13: Among firms with employees with work-based learning (WBL) experience, percentage distribution of employers according to their evaluations of new front-line workers¹ with WBL experience² versus their non-WBL counterparts aged 18–25, by selected employee characteristics: 1997

Selected employee characteristics	Rated WBL employees the same	Rated WBL employees better	Rated WBL employees worse
Productivity	37.6	61.9	0.5
S.E.	2.67	2.68	0.40
Unweighted n	988	988	988
Weighted n (in 1000s)	200	200	200
Attitude	34.0	65.1	0.9
S.E.	2.61	2.63	0.51
Unweighted n	994	994	994
Weighted n (in 1000s)	200	200	200

¹For manufacturing establishments, the term “front-line workers” includes production workers; for other establishments, the term refers to sales and customer service workers.

²The work-based learning experiences of these new front-line workers may have taken place at the current employer’s firm or at another firm.

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Percentages may not add to 100 due to rounding. Row n’s may not add to total n’s because of missing data.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A9—Standard errors for table 14: Average number of Carnegie units accumulated by public high school graduates, by type of coursework: 1982, 1990, and 1994

Type of coursework	1982	1990	1994
Total	21.60	23.53	24.17
S.E.	0.080	0.129	0.156
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Academic	14.28	16.66	17.58
S.E.	0.074	0.132	0.101
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational total	4.68	4.19	3.96
S.E.	0.059	0.088	0.068
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Specific labor market preparation	3.03	2.89	2.79
S.E.	0.053	0.070	0.058
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
General labor market preparation	0.95	0.73	0.64
S.E.	0.018	0.029	0.020
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Consumer and homemaking education	0.69	0.57	0.52
S.E.	0.017	0.030	0.028
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Enrichment/other	2.64	2.68	2.63
S.E.	0.037	0.078	0.079
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213

NOTE: Averages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A10—Standard errors for table 15: Percentage of public high school graduates concentrating (accumulating 3 or more credits) and specializing (accumulating 4 or more credits with 2 or more of those credits beyond the introductory level) in vocational programs: 1982, 1990, and 1994

Vocational completers	1982	1990	1994
Concentrators	33.7	27.8	25.4
S.E.	0.83	1.09	0.94
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Specialists	12.6	7.7	7.0
S.E.	0.56	0.57	0.43
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A11—Standard errors for table 16: Percentage of public high school graduates concentrating (accumulating 3 or more credits) in various vocational programs: 1982, 1990, and 1994

Year	Agriculture and renewable resources	Business	Marketing and distribution	Health care	Public and protective services	Trade and industry	Technology and communi- cations	Occupational home economics			
								Total	Personal and other services	Food service and hospitality	Child care and education
1982	2.8	11.6	1.8	0.6	0.0	14.8	0.5	1.7	1.3	0.2	0.2
S.E.	0.29	0.46	0.19	0.10	0.02	0.58	0.09	0.22	0.20	0.06	0.00
Unweighted n	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596
Weighted n (in 1000s)	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606
1990	2.5	8.4	2.1	0.6	0.0	11.2	0.8	2.0	1.3	0.5	0.3
S.E.	0.40	0.62	0.30	0.09	0.00	0.66	0.12	0.23	0.17	0.12	0.00
Unweighted n	16,507	16,507	16,507	16,507	16,507	16,507	16,507	16,507	16,507	16,507	16,507
Weighted n (in 1000s)	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505
1994	3.2	7.7	2.2	1.0	0.0	8.5	0.9	2.0	1.1	0.4	0.6
S.E.	0.35	0.44	0.23	0.11	0.02	0.44	0.09	0.22	0.20	0.07	0.10
Unweighted n	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706
Weighted n (in 1000s)	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213

NOTE: Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A12—Standard errors for table 17: Average number of Carnegie units accumulated by public high school graduates, by type of coursework and sex: 1982, 1990, and 1994

Type of coursework and sex	1982	1990	1994
Total	21.60	23.53	24.17
S.E.	0.080	0.129	0.156
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Male	21.43	23.35	23.99
S.E.	0.098	0.134	0.155
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083
Female	21.76	23.69	24.34
S.E.	0.089	0.132	0.162
Unweighted n	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126
Academic	14.28	16.66	17.58
S.E.	0.074	0.132	0.101
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Male	14.00	16.17	17.03
S.E.	0.093	0.149	0.098
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083
Female	14.55	17.10	18.11
S.E.	0.083	0.132	0.112
Unweighted n	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126
Vocational total	4.68	4.19	3.96
S.E.	0.059	0.088	0.068
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Male	4.68	4.32	4.13
S.E.	0.075	0.092	0.074
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083
Female	4.68	4.08	3.80
S.E.	0.067	0.095	0.073
Unweighted n	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126
Specific labor market preparation	3.03	2.89	2.79
S.E.	0.053	0.070	0.058
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213

Table A12—Standard errors for table 17: Average number of Carnegie units accumulated by public high school graduates, by type of coursework and sex: 1982, 1990, and 1994—Continued

Type of coursework and sex	1982	1990	1994
Male	3.43	3.28	3.08
S.E.	0.074	0.078	0.064
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083
Female	2.66	2.53	2.52
S.E.	0.053	0.079	0.061
Unweighted n	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126
General labor market preparation	0.95	0.73	0.64
S.E.	0.018	0.029	0.020
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Male	0.94	0.70	0.70
S.E.	0.026	0.030	0.025
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083
Female	0.97	0.76	0.58
S.E.	0.020	0.031	0.020
Unweighted n	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126
Consumer and homemaking education	0.69	0.57	0.52
S.E.	0.017	0.030	0.028
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Male	0.31	0.33	0.35
S.E.	0.014	0.022	0.026
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083
Female	1.05	0.79	0.70
S.E.	0.026	0.043	0.034
Unweighted n	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126
Enrichment/other	2.64	2.68	2.63
S.E.	0.037	0.078	0.079
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Male	2.75	2.87	2.83
S.E.	0.043	0.084	0.082
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083

Table A12—Standard errors for table 17: Average number of Carnegie units accumulated by public high school graduates, by type of coursework and sex: 1982, 1990, and 1994—Continued

Type of coursework and sex	1982	1990	1994
Female	2.53	2.51	2.44
S.E.	0.040	0.076	0.079
Unweighted n	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126

NOTE: Averages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A13—Standard errors for table 18: Average number of Carnegie units accumulated by public high school graduates in the vocational and specific labor market preparation curricula, by race–ethnicity: 1982, 1990, and 1994

Race–ethnicity	Vocational			Specific labor market preparation		
	1982	1990	1994	1982	1990	1994
Total	4.68	4.19	3.96	3.03	2.89	2.79
S.E.	0.059	0.088	0.068	0.053	0.070	0.058
Unweighted n	9,596	16,507	23,706	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213	2,606	2,505	2,213
American Indian/Alaskan Native	4.93	4.62	4.26	3.40	3.16	2.84
S.E.	0.221	0.192	0.258	0.232	0.156	0.175
Unweighted n	162	84	188	162	84	188
Weighted n (in 1000s)	30	12	17	30	12	17
Asian/Pacific Islander	3.31	3.07	3.01	2.01	2.07	2.13
S.E.	0.202	0.280	0.274	0.140	0.171	0.176
Unweighted n	301	682	1,215	301	682	1,215
Weighted n (in 1000s)	38	86	74	38	86	74
Black, non-Hispanic	4.81	4.41	4.29	2.90	2.79	2.94
S.E.	0.140	0.164	0.116	0.140	0.142	0.094
Unweighted n	1,337	2,324	3,953	1,337	2,324	3,953
Weighted n (in 1000s)	293	347	263	293	347	263
Hispanic	5.26	4.12	3.87	3.30	2.85	2.75
S.E.	0.106	0.159	0.114	0.100	0.131	0.113
Unweighted n	2,061	1,448	2,747	2,061	1,448	2,747
Weighted n (in 1000s)	307	194	168	307	194	168
White, non-Hispanic	4.59	4.22	3.96	3.02	2.97	2.81
S.E.	0.067	0.097	0.079	0.059	0.081	0.068
Unweighted n	5,656	11,403	14,526	5,656	11,403	14,526
Weighted n (in 1000s)	1,912	1,778	1,564	1,912	1,778	1,564

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A14—Standard errors for table 19: Average number of Carnegie units accumulated by public high school graduates, by type of coursework and disability status: 1982, 1990, and 1994

Type of coursework and disability status	1982	1990	1994
Total	21.60	23.53	24.17
S.E.	0.080	0.129	0.156
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Has disability	21.32	22.81	24.00
S.E.	0.130	0.220	0.283
Unweighted n	869	417	855
Weighted n (in 1000s)	226	64	82
No disability	21.63	23.54	24.18
S.E.	0.083	0.130	0.155
Unweighted n	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130
Academic	14.28	16.66	17.58
S.E.	0.074	0.132	0.101
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Has disability	13.82	13.30	14.43
S.E.	0.161	0.274	0.173
Unweighted n	869	417	855
Weighted n (in 1000s)	226	64	82
No disability	14.34	16.74	17.70
S.E.	0.076	0.131	0.102
Unweighted n	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130
Vocational total	4.68	4.19	3.96
S.E.	0.059	0.088	0.068
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Has disability	4.82	6.01	5.99
S.E.	0.119	0.272	0.188
Unweighted n	869	417	855
Weighted n (in 1000s)	226	64	82
No disability	4.66	4.14	3.88
S.E.	0.061	0.084	0.066
Unweighted n	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130
Specific labor market preparation	3.03	2.89	2.79
S.E.	0.053	0.070	0.058
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Has disability	3.00	3.88	3.74
S.E.	0.112	0.274	0.175
Unweighted n	869	417	855
Weighted n (in 1000s)	226	64	82

Table A14—Standard errors for table 19: Average number of Carnegie units accumulated by public high school graduates, by type of coursework and disability status: 1982, 1990, and 1994—Continued

Type of coursework and disability status	1982	1990	1994
No disability	3.03	2.86	2.76
S.E.	0.055	0.068	0.057
Unweighted n	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130
General labor market preparation	0.95	0.73	0.64
S.E.	0.018	0.029	0.020
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Has disability	1.05	1.28	1.45
S.E.	0.062	0.140	0.106
Unweighted n	869	417	855
Weighted n (in 1000s)	226	64	82
No disability	0.95	0.72	0.61
S.E.	0.018	0.028	0.021
Unweighted n	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130
Consumer and homemaking education	0.69	0.57	0.52
S.E.	0.017	0.030	0.028
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Has disability	0.77	0.86	0.79
S.E.	0.042	0.059	0.063
Unweighted n	869	417	855
Weighted n (in 1000s)	226	64	82
No disability	0.69	0.56	0.51
S.E.	0.018	0.030	0.029
Unweighted n	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130
Enrichment/other	2.64	2.68	2.63
S.E.	0.037	0.078	0.079
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Has disability	2.68	3.50	3.58
S.E.	0.081	0.185	0.187
Unweighted n	869	417	855
Weighted n (in 1000s)	226	64	82
No disability	2.63	2.66	2.60
S.E.	0.037	0.078	0.076
Unweighted n	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130

NOTE: Averages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A15—Standard errors for table 20: Average number of Carnegie units accumulated by public high school graduates, by grade point average (GPA) and type of coursework: 1982, 1990, and 1994

GPA and type of coursework	1982	1990	1994
Total	21.60	23.53	24.17
S.E.	0.080	0.129	0.156
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
GPA			
3.3 or more	22.93	24.66	25.35
S.E.	0.198	0.141	0.182
Unweighted n	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471
2.6–3.29	22.05	23.99	24.62
S.E.	0.101	0.134	0.163
Unweighted n	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768
1.6–2.59	21.08	22.99	23.39
S.E.	0.089	0.145	0.153
Unweighted n	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900
Less than 1.6	19.60	21.35	21.58
S.E.	0.183	0.211	0.204
Unweighted n	646	709	877
Weighted n (in 1000s)	166	109	74
Academic			
GPA			
3.3 or more	16.90	19.25	20.09
S.E.	0.165	0.185	0.134
Unweighted n	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471
2.6–3.29	14.88	17.48	18.13
S.E.	0.099	0.160	0.125
Unweighted n	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768
1.6–2.59	13.21	15.39	16.08
S.E.	0.086	0.131	0.095
Unweighted n	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900
Less than 1.6	12.30	13.85	14.22
S.E.	0.254	0.143	0.160
Unweighted n	646	709	877
Weighted n (in 1000s)	166	109	74

**Table A15—Standard errors for table 20: Average number of Carnegie units accumulated by public high school graduates, by grade point average (GPA) and type of coursework: 1982, 1990, and 1994
—Continued**

GPA and type of coursework	1982	1990	1994
Vocational total			
GPA			
3.3 or more	3.44	2.79	2.77
S.E.	0.113	0.107	0.082
Unweighted n	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471
2.6–3.29	4.46	3.82	3.84
S.E.	0.084	0.098	0.080
Unweighted n	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768
1.6–2.59	5.25	4.89	4.62
S.E.	0.070	0.093	0.076
Unweighted n	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900
Less than 1.6	4.88	4.97	4.78
S.E.	0.166	0.149	0.094
Unweighted n	646	709	877
Weighted n (in 1000s)	166	109	74
Specific labor market preparation			
GPA			
3.3 or more	2.11	1.90	1.95
S.E.	0.091	0.074	0.064
Unweighted n	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471
2.6–3.29	2.89	2.61	2.70
S.E.	0.073	0.071	0.064
Unweighted n	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768
1.6–2.59	3.44	3.40	3.28
S.E.	0.068	0.092	0.067
Unweighted n	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900
Less than 1.6	3.15	3.40	3.33
S.E.	0.155	0.125	0.095
Unweighted n	646	709	877
Weighted n (in 1000s)	166	109	74

**Table A15—Standard errors for table 20: Average number of Carnegie units accumulated by public high school graduates, by grade point average (GPA) and type of coursework: 1982, 1990, and 1994
—Continued**

GPA and type of coursework	1982	1990	1994
General labor market preparation			
GPA			
3.3 or more	0.80	0.57	0.49
S.E.	0.026	0.027	0.024
Unweighted n	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471
2.6–3.29	0.90	0.71	0.64
S.E.	0.024	0.033	0.022
Unweighted n	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768
1.6–2.59	1.05	0.81	0.71
S.E.	0.028	0.035	0.023
Unweighted n	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900
Less than 1.6	0.93	0.73	0.76
S.E.	0.060	0.035	0.062
Unweighted n	646	709	877
Weighted n (in 1000s)	166	109	74
Consumer and homemaking education			
GPA			
3.3 or more	0.53	0.32	0.33
S.E.	0.037	0.037	0.032
Unweighted n	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471
2.6–3.29	0.66	0.51	0.51
S.E.	0.029	0.035	0.034
Unweighted n	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768
1.6–2.59	0.76	0.68	0.62
S.E.	0.022	0.030	0.028
Unweighted n	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900
Less than 1.6	0.80	0.85	0.69
S.E.	0.058	0.059	0.054
Unweighted n	646	709	877
Weighted n (in 1000s)	166	109	74

**Table A15—Standard errors for table 20: Average number of Carnegie units accumulated by public high school graduates, by grade point average (GPA) and type of coursework: 1982, 1990, and 1994
—Continued**

GPA and type of coursework	1982	1990	1994
Enrichment/other			
GPA			
3.3 or more	2.58	2.62	2.50
S.E.	0.068	0.092	0.076
Unweighted n	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471
2.6–3.29	2.72	2.69	2.65
S.E.	0.048	0.076	0.084
Unweighted n	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768
1.6–2.59	2.63	2.71	2.69
S.E.	0.045	0.084	0.081
Unweighted n	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900
Less than 1.6	2.42	2.53	2.58
S.E.	0.078	0.106	0.120
Unweighted n	646	709	877
Weighted n (in 1000s)	166	109	74

NOTE: Averages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A16—Standard errors for table 21: Average number of Carnegie units accumulated by public high school graduates in the vocational and specific labor market preparation curricula, by school urbanicity: 1982, 1990, and 1994

School urbanicity	Vocational total			Specific labor market preparation		
	1982	1990	1994	1982	1990	1994
Total	4.68	4.19	3.96	3.03	2.89	2.79
S.E.	0.059	0.088	0.068	0.053	0.070	0.058
Unweighted n	9,596	16,507	23,706	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213	2,606	2,505	2,213
Rural	5.23	4.66	4.68	3.32	3.22	3.25
S.E.	0.107	0.135	0.096	0.103	0.099	0.095
Unweighted n	2,868	7,657	9,175	2,868	7,657	9,175
Weighted n (in 1000s)	844	1,245	991	844	1,245	991
Urban	4.28	3.66	3.34	2.83	2.52	2.39
S.E.	0.130	0.126	0.111	0.115	0.106	0.089
Unweighted n	2,216	7,010	10,628	2,216	7,010	10,628
Weighted n (in 1000s)	501	978	879	501	978	879
Suburban	4.46	3.98	3.47	2.91	2.69	2.52
S.E.	0.082	0.193	0.114	0.069	0.144	0.083
Unweighted n	4,512	1,840	3,903	4,512	1,840	3,903
Weighted n (in 1000s)	1,261	282	342	1,261	282	342

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A17—Standard errors for table 22: Percentage of public high school graduates concentrating (accumulating 3 or more credits) and specializing (accumulating 4 or more credits with 2 or more of those credits beyond the introductory level) in vocational programs, by selected student and school characteristics: 1982, 1990, and 1994

Selected student and school characteristics	Vocational concentrators			Vocational specialists		
	1982	1990	1994	1982	1990	1994
Total	33.7	27.8	25.4	12.6	7.7	7.0
S.E.	0.83	1.09	0.94	0.56	0.57	0.43
Unweighted n	9,596	16,507	23,706	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213	2,606	2,505	2,213
Sex						
Male	39.0	32.3	28.8	14.9	9.2	8.5
S.E.	1.17	1.28	1.08	0.80	0.80	0.62
Unweighted n	4,654	7,838	11,472	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083	1,257	1,194	1,083
Female	28.7	23.6	22.2	10.5	6.4	5.6
S.E.	1.00	1.29	1.00	0.64	0.69	0.49
Unweighted n	4,942	8,660	12,193	4,942	8,660	12,193
Weighted n (in 1000s)	1,349	1,309	1,126	1,349	1,309	1,126
Race–ethnicity						
American Indian/Alaskan Native	46.6	38.0	20.9	6.2	12.4	2.5
S.E.	7.63	3.83	3.25	1.81	3.61	0.90
Unweighted n	162	84	188	162	84	188
Weighted n (in 1000s)	30	12	17	30	12	17
Asian/Pacific Islander	17.3	16.6	14.2	5.0	1.4	3.8
S.E.	2.80	3.75	2.82	1.71	0.40	1.00
Unweighted n	301	682	1,215	301	682	1,215
Weighted n (in 1000s)	38	86	74	38	86	74
Black, non-Hispanic	32.7	27.3	29.0	11.7	7.8	8.2
S.E.	2.21	2.33	1.70	1.46	1.07	0.96
Unweighted n	1,337	2,324	3,953	1,337	2,324	3,953
Weighted n (in 1000s)	293	347	263	293	347	263
Hispanic	37.7	27.9	24.9	13.2	7.2	6.5
S.E.	1.80	2.28	2.54	1.18	1.25	1.10
Unweighted n	2,061	1,448	2,747	2,061	1,448	2,747
Weighted n (in 1000s)	307	194	168	307	194	168
White, non-Hispanic	33.2	28.5	25.3	12.9	8.1	7.1
S.E.	0.96	1.21	1.13	0.66	0.67	0.52
Unweighted n	5,656	11,403	14,526	5,656	11,403	14,526
Weighted n (in 1000s)	1,912	1,778	1,564	1,912	1,778	1,564
Disability status						
Has disability	31.5	42.2	41.3	12.9	10.4	12.4
S.E.	2.04	4.16	2.90	1.49	2.89	1.34
Unweighted n	869	417	855	869	417	855
Weighted n (in 1000s)	226	64	82	226	64	82

Table A17—Standard errors for table 22: Percentage of public high school graduates concentrating (accumulating 3 or more credits) and specializing (accumulating 4 or more credits with 2 or more of those credits beyond the introductory level) in vocational programs, by selected student and school characteristics: 1982, 1990, and 1994—Continued

Selected student and school characteristics	Vocational concentrators			Vocational specialists		
	1982	1990	1994	1982	1990	1994
No disability	33.8	27.4	24.8	12.6	7.6	6.8
S.E.	0.84	1.07	0.92	0.59	0.55	0.42
Unweighted n	8,679	16,090	22,851	8,679	16,090	22,851
Weighted n (in 1000s)	2,364	2,441	2,130	2,364	2,441	2,130
Grade point average						
3.3 or more	19.8	13.6	14.6	7.4	3.0	2.8
S.E.	1.42	0.94	1.04	0.87	0.51	0.32
Unweighted n	1,516	2,745	4,700	1,516	2,745	4,700
Weighted n (in 1000s)	418	420	471	418	420	471
2.6–3.29	30.9	23.8	23.9	12.3	6.4	6.6
S.E.	1.21	1.10	1.08	0.87	0.60	0.44
Unweighted n	3,077	5,465	8,089	3,077	5,465	8,089
Weighted n (in 1000s)	846	820	768	846	820	768
1.6–2.59	40.3	35.1	31.8	14.5	10.2	9.5
S.E.	1.17	1.46	1.20	0.80	0.80	0.66
Unweighted n	4,343	7,588	10,040	4,343	7,588	10,040
Weighted n (in 1000s)	1,176	1,156	900	1,176	1,156	900
Less than 1.6	36.1	34.7	31.8	13.9	9.6	7.8
S.E.	2.66	2.52	2.32	1.67	1.57	1.20
Unweighted n	646	709	877	646	709	877
Weighted n (in 1000s)	166	109	74	166	109	74
School urbanicity						
Rural	38.3	32.1	31.9	13.7	8.5	9.1
S.E.	1.44	1.43	1.51	1.02	0.76	0.74
Unweighted n	2,868	7,657	9,175	2,868	7,657	9,175
Weighted n (in 1000s)	844	1,245	991	844	1,245	991
Suburban	31.8	26.5	22.3	12.7	10.4	6.5
S.E.	1.17	2.79	1.99	0.80	2.89	1.00
Unweighted n	4,512	1,840	3,903	4,512	1,840	3,903
Weighted n (in 1000s)	1,261	282	342	1,261	282	342
Urban	30.7	22.6	19.3	10.6	5.9	4.9
S.E.	1.96	1.74	1.43	1.20	0.73	0.55
Unweighted n	2,216	7,010	10,628	2,216	7,010	10,628
Weighted n (in 1000s)	501	978	879	501	978	879

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A18—Standard errors for table 23: Percentage of public high school graduates meeting the New Basics core academic standards,¹ by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization and New Basics core academic standards	1982	1990	1994
All graduates			
New Basics core academics total	13.0	38.1	50.2
S.E.	0.59	1.78	1.52
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
English - 4 years	62.7	83.6	88.6
S.E.	1.07	1.81	1.41
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Mathematics - 3 years	46.1	72.2	81.0
S.E.	0.81	1.49	1.15
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Science - 3 years	29.3	52.0	63.9
S.E.	0.76	1.39	1.22
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Social studies - 3 years	67.8	85.8	89.4
S.E.	1.12	1.50	1.52
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentrators total²			
New Basics core academics total	5.0	18.5	33.2
S.E.	0.60	1.80	1.80
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
English - 4 years	57.7	78.7	88.7
S.E.	1.58	2.55	1.47
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Mathematics - 3 years	29.3	57.1	70.7
S.E.	1.19	2.20	2.10
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Science - 3 years	13.2	29.5	45.1
S.E.	0.89	2.00	1.90
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Social studies - 3 years	62.1	77.4	84.1
S.E.	1.59	2.52	2.58
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Vocational concentration only			
New Basics core academics total	4.5	12.2	21.7
S.E.	0.63	1.54	1.99
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462

Table A18—Standard errors for table 23: Percentage of public high school graduates meeting the New Basics core academic standards,¹ by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization and New Basics core academic standards	1982	1990	1994
English - 4 years	56.9	76.3	86.3
S.E.	1.60	2.72	1.77
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Mathematics - 3 years	28.1	52.3	64.3
S.E.	1.19	2.28	2.47
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Science - 3 years	12.5	23.0	34.4
S.E.	0.88	1.94	2.29
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Social studies - 3 years	61.9	76.5	82.5
S.E.	1.61	2.60	2.94
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Both vocational concentration and college preparatory			
New Basics core academics total	38.3	74.3	86.0
S.E.	8.81	3.98	1.58
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
English - 4 years	100.0	100.0	100.0
S.E.	0.00	0.00	0.00
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
Mathematics - 3 years	100.0	100.0	100.0
S.E.	0.00	0.00	0.00
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
Science - 3 years	54.1	86.7	94.4
S.E.	9.83	2.69	0.89
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
Social studies - 3 years	76.0	84.8	91.4
S.E.	6.70	3.08	1.42
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
College preparatory			
New Basics core academics total	65.4	84.1	90.2
S.E.	2.54	2.30	1.18
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
English - 4 years	100.0	100.0	100.0
S.E.	0.00	0.00	0.00
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712

Table A18—Standard errors for table 23: Percentage of public high school graduates meeting the New Basics core academic standards,¹ by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization and New Basics core academic standards	1982	1990	1994
Mathematics - 3 years	100.0	100.0	100.0
S.E.	0.00	0.00	0.00
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Science - 3 years	86.0	91.5	95.1
S.E.	1.53	1.13	0.52
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Social studies - 3 years	76.8	91.0	94.8
S.E.	2.34	1.94	1.08
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Other/general			
New Basics core academics total	10.3	24.2	30.1
S.E.	0.60	1.99	1.80
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938
English - 4 years	60.4	77.3	79.9
S.E.	1.20	2.93	2.53
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938
Mathematics - 3 years	48.3	65.6	72.8
S.E.	1.03	2.00	1.52
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938
Science - 3 years	30.6	43.5	51.4
S.E.	0.93	1.81	1.74
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938
Social studies - 3 years	69.9	87.9	88.6
S.E.	1.22	1.12	1.68
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938

¹The New Basics core academic standards include 4 years of English and 3 years each of mathematics, science, and social studies.

²This category includes some vocational concentrators who also completed a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A19—Standard errors for table 24: Percentage distribution of public high school graduates according to curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization	1982	1990	1994
Total	100.0	100.0	100.0
S.E.	0.00	0.00	0.00
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
College preparatory only	8.1	25.9	32.2
S.E.	0.47	1.07	0.99
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentrators total*	33.7	27.8	25.4
S.E.	0.83	1.09	0.94
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentration only	33.1	25.0	20.9
S.E.	0.83	0.98	0.81
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Both vocational concentration and college preparatory	0.6	2.8	4.5
S.E.	0.11	0.29	0.28
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Other/general	58.2	46.3	42.4
S.E.	0.83	1.51	1.41
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A20—Standard errors for table 25: Average number of credits earned by public high school graduates in English, and the percentage of total English coursework earned in low-level courses (language skills, functional, and basic English), by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization	Total English credits	Low-level English credits	Percent of total English credits that are low-level ¹
1982			
All graduates	3.93	0.36	8.8
S.E.	0.02	0.02	0.41
Unweighted n	9,596	9,596	9,596
Weighted n (in 1000s)	2,606	2,606	2,606
Vocational concentrators total ²	3.79	0.40	10.5
S.E.	0.03	0.03	0.69
Unweighted n	3,155	3,155	3,155
Weighted n (in 1000s)	877	877	877
Vocational concentration only	3.79	0.41	10.60
S.E.	0.03	0.03	0.70
Unweighted n	3,089	3,089	3,089
Weighted n (in 1000s)	862	862	862
Both vocational concentration and college preparatory	4.21	0.16	3.40
S.E.	0.07	0.06	1.31
Unweighted n	66	66	66
Weighted n (in 1000s)	15	15	15
College preparatory	4.43	0.20	4.4
S.E.	0.05	0.03	0.70
Unweighted n	774	774	774
Weighted n (in 1000s)	212	212	212
Other/general	3.95	0.35	8.5
S.E.	0.02	0.02	0.47
Unweighted n	5,667	5,667	5,667
Weighted n (in 1000s)	1,517	1,517	1,517
1990			
All graduates	4.19	0.40	9.2
S.E.	0.04	0.03	0.67
Unweighted n	16,507	16,507	16,507
Weighted n (in 1000s)	2,505	2,505	2,505
Vocational concentrators total ²	4.02	0.57	13.8
S.E.	0.04	0.05	1.25
Unweighted n	4,457	4,457	4,457
Weighted n (in 1000s)	696	696	696

Table A20—Standard errors for table 25: Average number of credits earned by public high school graduates in English, and the percentage of total English coursework earned in low-level courses (language skills, functional, and basic English), by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization	Total English credits	Low-level English credits	Percent of total English credits that are low-level ¹
Vocational concentration only	4.00	0.63	5.60
S.E.	0.04	0.06	0.94
Unweighted n	3,951	3,951	3,951
Weighted n (in 1000s)	625	625	625
Both vocational concentration and college preparatory	4.21	0.07	0.80
S.E.	0.03	0.02	0.31
Unweighted n	506	506	506
Weighted n (in 1000s)	70	70	70
College preparatory	4.37	0.06	1.4
S.E.	0.03	0.01	0.24
Unweighted n	4,562	4,562	4,562
Weighted n (in 1000s)	649	649	649
Other/general	4.19	0.48	10.7
S.E.	0.06	0.04	0.79
Unweighted n	7,488	7,488	7,488
Weighted n (in 1000s)	1,161	1,161	1,161
		1994	
All graduates	4.29	0.40	8.9
S.E.	0.03	0.03	0.71
Unweighted n	23,706	23,706	23,706
Weighted n (in 1000s)	2,213	2,213	2,213
Vocational concentrators total ²	4.16	0.51	11.9
S.E.	0.03	0.04	0.91
Unweighted n	5,889	5,889	5,889
Weighted n (in 1000s)	562	562	562
Vocational concentration only	4.13	0.60	13.90
S.E.	0.03	0.05	1.00
Unweighted n	4,780	4,780	4,780
Weighted n (in 1000s)	462	462	462
Both vocational concentration and college preparatory	4.26	0.12	2.80
S.E.	0.03	0.03	0.74
Unweighted n	1,109	1,109	1,109
Weighted n (in 1000s)	100	100	100

Table A20—Standard errors for table 25: Average number of credits earned by public high school graduates in English, and the percentage of total English coursework earned in low-level courses (language skills, functional, and basic English), by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization	Total English credits	Low-level English credits	Percent of total English credits that are low-level ¹
College preparatory	4.42	0.15	3.3
S.E.	0.03	0.03	0.72
Unweighted n	7,741	7,741	7,741
Weighted n (in 1000s)	712	712	712
Other/general	4.26	0.52	11.4
S.E.	0.04	0.04	0.89
Unweighted n	10,076	10,076	10,076
Weighted n (in 1000s)	938	938	938

¹These percentages are the average rates calculated for each student in the population.

²This category includes some vocational concentrators who also completed a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A21—Standard errors for table 26: Average number of Carnegie units accumulated by public high school graduates in social studies, by curriculum specialization in high school and type of social studies coursework: 1982, 1990, and 1994

Curriculum specialization and type of coursework	1982	1990	1994
All graduates			
Total social studies	3.14	3.47	3.55
S.E.	0.024	0.046	0.040
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
U.S./world history			
Total social studies	1.41	1.68	1.74
S.E.	0.022	0.048	0.035
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentrators total*			
Total social studies	3.00	3.19	3.30
S.E.	0.036	0.054	0.048
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
U.S./world history			
Total social studies	1.35	1.62	1.67
S.E.	0.030	0.057	0.039
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Vocational concentration only			
Total social studies	3.00	3.18	3.26
S.E.	0.036	0.055	0.053
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
U.S./world history			
Total social studies	1.34	1.59	1.64
S.E.	0.030	0.057	0.044
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Both vocational concentration and college preparatory			
Total social studies	3.18	3.33	3.47
S.E.	0.107	0.079	0.047
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
U.S./world history			
Total social studies	1.59	1.89	1.79
S.E.	0.106	0.071	0.035
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
College preparatory			
Total social studies	3.37	3.61	3.69
S.E.	0.082	0.054	0.040
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712

Table A21—Standard errors for table 26: Average number of Carnegie units accumulated by public high school graduates in social studies, by curriculum specialization in high school and type of social studies coursework: 1982, 1990, and 1994—Continued

Curriculum specialization and type of coursework	1982	1990	1994
U.S./world history	1.73	1.87	1.86
S.E.	0.049	0.041	0.038
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Other/general			
Total social studies	3.19	3.57	3.60
S.E.	0.025	0.054	0.049
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938
U.S./world history	1.41	1.61	1.69
S.E.	0.023	0.061	0.045
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938

*This category includes some vocational concentrators who also completed a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A22—Standard errors for table 27: Percentage of high school graduates completing coursework in mathematics, by curriculum specialization in high school and type of mathematics coursework: 1982, 1990, and 1994

Curriculum specialization and type of coursework	1982	1990	1994
All graduates			
Total mathematics	99.7	100.0	100.0
S.E.	0.07	0.00	0.01
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Algebra I			
Total mathematics	58.5	66.0	69.0
S.E.	0.90	1.98	1.46
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentrators total*			
Total mathematics	99.5	100.0	99.9
S.E.	0.20	0.00	0.02
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Algebra I			
Total mathematics	51.8	58.8	66.6
S.E.	1.40	2.12	1.92
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Vocational concentration only			
Total mathematics	99.5	100.0	99.9
S.E.	0.20	0.00	0.02
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Algebra I			
Total mathematics	51.3	56.6	64.6
S.E.	1.37	2.12	2.04
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Both vocational concentration and college preparatory			
Total mathematics	100.0	100.0	100.0
S.E.	0.00	0.00	0.00
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
Algebra I			
Total mathematics	81.5	77.7	75.7
S.E.	6.00	3.57	2.96
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
College preparatory			
Total mathematics	100.0	100.0	100.0
S.E.	0.00	0.00	0.00
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712

Table A22—Standard errors for table 27: Percentage of high school graduates completing coursework in mathematics, by curriculum specialization in high school and type of mathematics coursework: 1982, 1990, and 1994—Continued

Curriculum specialization and type of coursework	1982	1990	1994
Algebra I	73.7	72.6	71.2
S.E.	2.59	3.26	1.63
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Other/general			
Total mathematics	99.7	100.0	100.0
S.E.	0.08	0.00	0.01
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938
Algebra I	60.2	66.6	68.8
S.E.	1.11	1.91	1.78
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938

*This category includes some vocational concentrators who also completed a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A23—Standard errors for table 28: Average number of credits earned by public high school graduates in mathematics, and the percentage of total mathematics coursework earned in below-algebra courses, by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization	Total mathematics credits	Below-algebra credits	Percent of total mathematics credits that are below algebra ¹
1982			
All graduates	2.62	0.83	37.3
S.E.	0.019	0.018	0.71
Unweighted n	9,596	9,596	9,561
Weighted n (in 1000s)	2,606	2,606	2,598
Vocational concentrators total ²	2.25	0.95	46.8
S.E.	0.034	0.027	1.09
Unweighted n	3,155	3,155	3,136
Weighted n (in 1000s)	877	877	873
Vocational concentration only	2.23	0.97	47.6
S.E.	0.035	0.027	1.10
Unweighted n	3,089	3,089	3,070
Weighted n (in 1000s)	862	862	858
Both vocational concentration and college preparatory	3.52	0.13	3.2
S.E.	0.083	0.050	1.19
Unweighted n	66	66	66
Weighted n (in 1000s)	15	15	15
College preparatory	3.84	0.15	3.4
S.E.	0.035	0.023	0.49
Unweighted n	774	774	774
Weighted n (in 1000s)	212	212	212
Other/general	2.66	0.85	36.6
S.E.	0.021	0.022	0.81
Unweighted n	5,667	5,667	5,651
Weighted n (in 1000s)	1,517	1,517	1,513
1990			
All graduates	3.15	0.81	29.5
S.E.	0.028	0.033	1.12
Unweighted n	16,507	16,507	16,507
Weighted n (in 1000s)	2,505	2,505	2,505
Vocational concentrators total ²	2.80	1.15	44.4
S.E.	0.034	0.045	1.70
Unweighted n	4,457	4,457	4,457
Weighted n (in 1000s)	696	696	696

Table A23—Standard errors for table 28: Average number of credits earned by public high school graduates in mathematics, and the percentage of total mathematics coursework earned in below-algebra courses, by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization	Total mathematics credits	Below-algebra credits	Percent of total mathematics credits that are below algebra ¹
Vocational concentration only	2.70	1.26	49.0
S.E.	0.031	0.049	1.77
Unweighted n	3,951	3,951	3,951
Weighted n (in 1000s)	625	625	625
Both vocational concentration and college preparatory	3.67	0.15	3.7
S.E.	0.041	0.026	0.61
Unweighted n	506	506	506
Weighted n (in 1000s)	70	70	70
College preparatory	3.79	0.12	2.9
S.E.	0.018	0.011	0.20
Unweighted n	4,562	4,562	4,562
Weighted n (in 1000s)	649	649	649
Other/general	3.00	0.99	35.3
S.E.	0.036	0.048	1.52
Unweighted n	7,488	7,488	7,488
Weighted n (in 1000s)	1,161	1,161	1,161
1994			
All graduates	3.33	0.68	23.4
S.E.	0.022	0.028	0.92
Unweighted n	23,706	23,706	23,706
Weighted n (in 1000s)	2,213	2,213	2,213
Vocational concentrators total ²	3.01	0.95	34.6
S.E.	0.030	0.038	1.34
Unweighted n	5,889	5,889	5,889
Weighted n (in 1000s)	562	562	562
Vocational concentration only	2.87	1.14	41.6
S.E.	0.035	0.046	1.61
Unweighted n	4,780	4,780	4,780
Weighted n (in 1000s)	462	462	462
Both vocational concentration and college preparatory	3.70	0.10	2.5
S.E.	0.035	0.014	0.32
Unweighted n	1,109	1,109	1,109
Weighted n (in 1000s)	100	100	100

Table A23—Standard errors for table 28: Average number of credits earned by public high school graduates in mathematics, and the percentage of total mathematics coursework earned in below-algebra courses, by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization	Total mathematics credits	Below-algebra credits	Percent of total mathematics credits that are below algebra ¹
College preparatory	3.86	0.11	2.6
S.E.	0.022	0.008	0.19
Unweighted n	7,741	7,741	7,741
Weighted n (in 1000s)	712	712	712
Other/general	3.12	0.96	32.5
S.E.	0.030	0.043	1.35
Unweighted n	10,076	10,076	10,076
Weighted n (in 1000s)	938	938	938

¹These percentages are the average rates calculated for each student in the population.

²This category includes some vocational concentrators who also completed a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A24—Standard errors for table 29: Average number of credits earned by public high school graduates in science, and the percentage of total science coursework earned at the basic level, by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization and type of coursework	Total science credits	Biology, chemistry, physics credits	Biology credits	Basic-level science credits	Percent of total science credits earned at basic level ¹
1982					
All graduates	2.17	1.42	0.93	0.62	32.0
S.E.	0.022	0.021	0.013	0.018	1.00
Unweighted n	9,596	9,596	9,596	9,596	9,374
Weighted n (in 1000s)	2,606	2,606	2,606	2,606	2,543
Vocational concentrators total ²	1.74	0.96	0.73	0.59	36.5
S.E.	0.030	0.027	0.017	0.024	1.46
Unweighted n	3,155	3,155	3,155	3,155	3,035
Weighted n (in 1000s)	877	877	877	877	844
Vocational concentration only	1.72	0.93	0.73	0.59	36.8
S.E.	0.030	0.027	0.017	0.024	1.47
Unweighted n	3,089	3,089	3,089	3,089	2,969
Weighted n (in 1000s)	862	862	862	862	829
Both vocational concentration and college preparatory	2.81	2.41	1.18	0.64	20.8
S.E.	0.174	0.114	0.067	0.149	4.38
Unweighted n	66	66	66	66	66
Weighted n (in 1000s)	15	15	15	15	15
College preparatory	3.56	2.95	1.37	0.72	20.6
S.E.	0.045	0.042	0.033	0.046	1.29
Unweighted n	774	774	774	774	774
Weighted n (in 1000s)	212	212	212	212	212
Other/general	2.23	1.48	0.98	0.62	31.1
S.E.	0.025	0.025	0.015	0.020	1.01
Unweighted n	5,667	5,667	5,667	5,667	5,565
Weighted n (in 1000s)	1,517	1,517	1,517	1,517	1,487
1990					
All graduates	2.75	1.90	1.14	0.45	18.7
S.E.	0.028	0.030	0.018	0.027	1.10
Unweighted n	16,507	16,507	16,507	16,507	16,507
Weighted n (in 1000s)	2,505	2,505	2,505	2,505	2,505
Vocational concentrators total ²	2.26	1.34	1.00	0.50	23.8
S.E.	0.041	0.041	0.026	0.033	1.72
Unweighted n	4,457	4,457	4,457	4,457	4,457
Weighted n (in 1000s)	696	696	696	696	696

Table A24—Standard errors for table 29: Average number of credits earned by public high school graduates in science, and the percentage of total science coursework earned at the basic level, by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization and type of coursework	Total science credits	Biology, chemistry, physics credits	Biology credits	Basic-level science credits	Percent of total science credits earned at basic level ¹
Vocational concentration only	2.15	1.19	0.97	0.51	25.1
S.E.	0.038	0.035	0.026	0.033	1.80
Unweighted n	3,951	3,951	3,951	3,951	3,951
Weighted n (in 1000s)	625	625	625	625	625
Both vocational concentration and college preparatory	3.30	2.63	1.24	0.39	11.9
S.E.	0.051	0.053	0.035	0.067	2.08
Unweighted n	506	506	506	506	506
Weighted n (in 1000s)	70	70	70	70	70
College preparatory	3.56	2.91	1.33	0.30	8.7
S.E.	0.038	0.037	0.029	0.037	1.07
Unweighted n	4,562	4,562	4,562	4,562	4,562
Weighted n (in 1000s)	649	649	649	649	649
Other/general	2.60	1.67	1.12	0.50	21.2
S.E.	0.039	0.041	0.022	0.028	1.21
Unweighted n	7,488	7,488	7,488	7,488	7,488
Weighted n (in 1000s)	1,161	1,161	1,161	1,161	1,161
1994					
All graduates	3.04	2.15	1.26	0.46	16.9
S.E.	0.029	0.025	0.017	0.024	0.84
Unweighted n	23,706	23,706	23,706	23,706	23,706
Weighted n (in 1000s)	2,213	2,213	2,213	2,213	2,213
Vocational concentrators total ²	2.59	1.61	1.13	0.50	20.9
S.E.	0.034	0.032	0.022	0.032	1.30
Unweighted n	5,889	5,889	5,889	5,889	5,889
Weighted n (in 1000s)	562	562	562	562	562
Vocational concentration only	2.39	1.38	1.09	0.54	23.3
S.E.	0.038	0.035	0.024	0.035	1.48
Unweighted n	4,780	4,780	4,780	4,780	4,780
Weighted n (in 1000s)	462	462	462	462	462
Both vocational concentration and college preparatory	3.49	2.68	1.32	0.35	9.8
S.E.	0.054	0.047	0.027	0.038	1.10
Unweighted n	1,109	1,109	1,109	1,109	1,109
Weighted n (in 1000s)	100	100	100	100	100

Table A24—Standard errors for table 29: Average number of credits earned by public high school graduates in science, and the percentage of total science coursework earned at the basic level, by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization and type of coursework	Total science credits	Biology, chemistry, physics credits	Biology credits	Basic-level science credits	Percent of total science credits earned at basic level ¹
College preparatory	3.78	3.07	1.46	0.35	9.6
S.E.	0.036	0.029	0.019	0.032	0.90
Unweighted n	7,741	7,741	7,741	7,741	7,741
Weighted n (in 1000s)	712	712	712	712	712
Other/general	2.76	1.78	1.18	0.51	20.0
S.E.	0.037	0.031	0.022	0.026	1.02
Unweighted n	10,076	10,076	10,076	10,076	10,076
Weighted n (in 1000s)	938	938	938	938	938

¹These percentages are the average rates calculated for each student in the population.

²This category includes some vocational concentrators who also completed a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A25—Standard errors for table 30: Percentage of public high school graduates completing coursework in chemistry and physics, by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization and type of coursework	1982	1990	1994
All graduates			
Chemistry	31.5	49.7	57.4
S.E.	0.74	1.31	1.01
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Physics	16.7	23.1	27.4
S.E.	0.69	0.93	1.07
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentrators total*			
Chemistry	15.0	24.6	34.6
S.E.	0.97	1.38	1.46
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Physics	7.8	9.7	13.0
S.E.	0.94	1.02	1.06
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Vocational concentration only			
Chemistry	13.7	17.0	22.7
S.E.	1.00	1.12	1.41
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Physics	7.4	6.6	7.6
S.E.	1.00	0.88	0.96
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Both vocational concentration and college preparatory			
Chemistry	88.8	92.0	89.6
S.E.	5.08	1.34	1.70
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
Physics	29.8	37.4	38.0
S.E.	7.19	3.44	2.81
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
College preparatory			
Chemistry	89.2	94.9	94.1
S.E.	1.58	0.80	0.52
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712

Table A25—Standard errors for table 30: Percentage of public high school graduates completing coursework in chemistry and physics, by curriculum specialization in high school: 1982, 1990, and 1994—Continued

Curriculum specialization and type of coursework	1982	1990	1994
Physics	53.7	50.4	52.3
S.E.	2.70	1.88	1.40
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Other/general			
Chemistry	32.9	39.5	43.1
S.E.	0.96	1.84	1.36
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938
Physics	16.8	16.0	17.1
S.E.	0.76	1.19	1.47
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938

*This category includes some vocational concentrators who also completed a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A26—Standard errors for table 31: Percentage distribution of 1988 8th graders according to subsequent specialization in high school, by 8th-grade composite test score quartiles: 1992

Test score quartile	College preparatory only	Vocational concentrators			Other/general
		Total*	Vocational concentration only	Vocational concentration and college preparatory	
Total	28.5	25.0	21.7	3.4	46.4
S.E.	1.02	0.79	0.74	0.27	1.05
Unweighted n	11,780	11,780	11,780	11,780	11,780
Weighted n (in 1000s)	2,173	2,173	2,173	2,173	2,173
1st quartile (lowest)	5.3	33.7	33.2	0.5	61.0
S.E.	0.69	2.02	2.01	0.15	2.02
Unweighted n	1,771	1,771	1,771	1,771	1,771
Weighted n (in 1000s)	337	337	337	337	337
2nd quartile	14.8	29.3	26.6	2.7	55.8
S.E.	1.14	1.68	1.53	0.49	2.12
Unweighted n	2,446	2,446	2,446	2,446	2,446
Weighted n (in 1000s)	448	448	448	448	448
3rd quartile	32.6	26.1	21.9	4.3	41.3
S.E.	1.60	1.41	1.35	0.50	1.51
Unweighted n	2,952	2,952	2,952	2,952	2,952
Weighted n (in 1000s)	527	527	527	527	527
4th quartile (highest)	55.7	12.3	7.6	4.7	32.0
S.E.	1.90	0.86	0.67	0.48	1.72
Unweighted n	3,157	3,157	3,157	3,157	3,157
Weighted n (in 1000s)	551	551	551	551	551

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A27—Standard errors for table 32a: Average number of credits earned by 1992 public high school graduates in various English courses and average number and percentage of credits earned in low-level courses,¹ by curriculum specialization in high school

Curriculum specialization	Average number of total credits	Average number of advanced credits	Average number of low-level credits	Percent of total credits that are low-level ²
Total	4.23	0.52	0.37	8.5
S.E.	0.019	0.025	0.018	0.41
Unweighted n	11,780	11,780	11,780	11,780
Weighted n (in 1000s)	2,173	2,173	2,173	2,173
College preparatory only	4.40	1.15	0.08	1.7
S.E.	0.020	0.056	0.014	0.29
Unweighted n	3,544	3,544	3,544	3,544
Weighted n (in 1000s)	620	620	620	620
Vocational concentrators total ³	4.10	0.24	0.60	14.5
S.E.	0.030	0.022	0.040	0.93
Unweighted n	2,964	2,964	2,964	2,964
Weighted n (in 1000s)	544	544	544	544
Vocational concentration only	4.07	0.15	0.67	16.1
S.E.	0.033	0.019	0.044	1.03
Unweighted n	2,546	2,546	2,546	2,546
Weighted n (in 1000s)	470	470	470	470
Both vocational concentration and college preparatory	4.35	0.88	0.19	4.0
S.E.	0.048	0.098	0.068	1.53
Unweighted n	418	418	418	418
Weighted n (in 1000s)	73	73	73	73
Other/general	4.20	0.28	0.41	9.4
S.E.	0.029	0.028	0.025	0.56
Unweighted n	5,272	5,272	5,272	5,272
Weighted n (in 1000s)	1,009	1,009	1,009	1,009

¹These include language skills and functional and basic English courses.

²These percentages are the average rates calculated for each student in the population.

³Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A28—Standard errors for table 32b: Average number of credits earned by 1992 public high school graduates in various mathematics courses and average number and percentage of credits earned in low-level courses,¹ by curriculum specialization in high school

Curriculum specialization	Average number of total credits	Average number of precalculus credits	Average number of low-level credits	Percent of total credits that are low-level ²
Total	3.22	0.82	0.71	25.2
S.E.	0.019	0.017	0.019	0.68
Unweighted n	11,780	11,780	11,780	11,768
Weighted n (in 1000s)	2,173	2,173	2,173	2,171
College preparatory only	3.84	1.57	0.10	2.4
S.E.	0.016	0.023	0.009	0.21
Unweighted n	3,544	3,544	3,544	3,544
Weighted n (in 1000s)	620	620	620	620
Vocational concentrators total ³	2.86	0.49	1.02	39.4
S.E.	0.033	0.021	0.033	1.20
Unweighted n	2,964	2,964	2,964	2,960
Weighted n (in 1000s)	544	544	544	543
Vocational concentration only	2.73	0.33	1.16	45.2
S.E.	0.034	0.018	0.035	1.27
Unweighted n	2,546	2,546	2,546	2,542
Weighted n (in 1000s)	470	470	470	470
Both vocational concentration and college preparatory	3.71	1.53	0.10	2.4
S.E.	0.047	0.045	0.018	0.43
Unweighted n	418	418	418	418
Weighted n (in 1000s)	73	73	73	73
Other/general	3.04	0.54	0.91	31.6
S.E.	0.022	0.018	0.027	0.99
Unweighted n	5,272	5,272	5,272	5,264
Weighted n (in 1000s)	1,009	1,009	1,009	1,008

¹These include general and consumer mathematics and pre-algebra courses.

²These percentages are the average rates calculated for each student in the population.

³Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A29—Standard errors for table 32c: Average number of credits earned by 1992 public high school graduates in science and physics courses, by curriculum specialization in high school

Curriculum specialization	Average number of science credits	Average number of physics credits
Total	2.89	0.26
S.E.	0.027	0.010
Unweighted n	11,780	11,780
Weighted n (in 1000s)	2,173	2,173
College preparatory only	3.66	0.54
S.E.	0.046	0.023
Unweighted n	3,544	3,544
Weighted n (in 1000s)	620	620
Vocational concentrators total*	2.47	0.13
S.E.	0.040	0.012
Unweighted n	2,964	2,964
Weighted n (in 1000s)	544	544
Vocational concentration only	2.30	0.08
S.E.	0.040	0.010
Unweighted n	2,546	2,546
Weighted n (in 1000s)	470	470
Both vocational concentration and college preparatory	3.53	0.44
S.E.	0.073	0.039
Unweighted n	418	418
Weighted n (in 1000s)	73	73
Other/general	2.63	0.16
S.E.	0.025	0.009
Unweighted n	5,272	5,272
Weighted n (in 1000s)	1,009	1,009

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A30—Standard errors for table 33: Average 8–10th, 10–12th, and 8–12th grade test score gains in reading, mathematics, and science for 1992 public high school graduates, by curriculum specialization in high school

Curriculum specialization	8–10th			10–12th			8–12th		
	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science
Total	8.5	14.2	0.2	11.5	11.4	9.3	20.0	25.6	9.4
S.E.	0.11	0.15	0.08	0.14	0.12	0.08	0.19	0.19	0.09
Unweighted n	9,777	9,763	9,701	9,135	9,133	9,037	8,695	8,693	8,634
Weighted n (in 1000s)	1,724	1,721	1,703	1,590	1,586	1,571	1,535	1,532	1,520
College preparatory only	10.3	16.7	0.7	12.8	13.2	10.0	23.1	29.8	10.6
S.E.	0.16	0.25	0.09	0.21	0.21	0.12	0.19	0.30	0.17
Unweighted n	3,072	3,072	3,056	2,912	2,912	2,890	2,793	2,791	2,775
Weighted n (in 1000s)	526	526	520	494	494	491	477	474	471
Vocational concentrators total*	7.3	12.8	-0.2	10.5	10.2	8.9	17.9	23.0	8.7
S.E.	0.17	0.22	0.11	0.18	0.19	0.10	0.22	0.29	0.14
Unweighted n	2,431	2,425	2,405	2,235	2,236	2,207	2,118	2,115	2,101
Weighted n (in 1000s)	418	417	413	375	375	370	361	360	358
Vocational concentration only	6.9	12.3	-0.4	10.3	9.7	8.8	17.2	22.0	8.5
S.E.	0.18	0.24	0.12	0.19	0.20	0.11	0.25	0.32	0.15
Unweighted n	2,068	2,062	2,045	1,894	1,895	1,868	1,791	1,788	1,779
Weighted n (in 1000s)	360	359	355	319	319	315	308	307	306
Both vocational concentration and college preparatory	9.8	15.9	0.7	11.6	12.8	9.3	21.6	28.5	10.1
S.E.	0.36	0.38	0.26	0.44	0.31	0.26	0.45	0.45	0.29
Unweighted n	363	363	360	341	341	339	327	327	322
Weighted n (in 1000s)	58	58	58	56	56	56	53	53	52
Other/general	8.0	13.3	0.0	11.0	10.9	9.0	19.0	24.1	9.1
S.E.	0.17	0.24	0.14	0.22	0.19	0.14	0.32	0.30	0.12
Unweighted n	4,274	4,266	4,240	3,988	3,985	3,940	3,784	3,787	3,758
Weighted n (in 1000s)	780	778	771	720	717	710	698	698	691

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 may be nonzero but less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A31—Standard errors for table 34: Average 8–10th, 10–12th, and 8–12th grade test score gains in mathematics for 1992 public high school graduates according to 8th-grade mathematics test score quartiles, by curriculum specialization in high school

Curriculum specialization	Lowest quartile			Middle two quartiles			Highest quartile		
	8–10th	10–12th	8–12th	8–10th	10–12th	8–12th	8–10th	10–12th	8–12th
Total	11.9	9.0	20.8	14.0	11.0	25.1	15.9	13.5	29.2
S.E.	0.22	0.18	0.28	0.25	0.18	0.22	0.11	0.23	0.39
Unweighted n	1,642	1,396	1,487	4,995	4,266	4,418	3,126	2,703	2,788
Weighted n (in 1000s)	300	254	275	894	746	780	527	453	477
College preparatory only	16.0	11.6	27.6	17.0	11.9	29.2	16.4	14.2	30.5
S.E.	0.92	0.63	1.09	0.51	0.23	0.34	0.15	0.40	0.48
Unweighted n	124	113	118	1,283	1,141	1,178	1,665	1,447	1,495
Weighted n (in 1000s)	23	21	22	217	187	193	287	248	259
Vocational concentrators total*	10.7	8.6	19.3	12.9	10.2	22.9	14.9	12.4	27.6
S.E.	0.32	0.23	0.40	0.31	0.30	0.37	0.29	0.35	0.48
Unweighted n	578	487	511	1,370	1,136	1,180	477	418	424
Weighted n (in 1000s)	100	84	89	238	189	199	80	70	73
Vocational concentration only	10.6	8.5	19.0	12.5	9.9	22.3	14.4	11.6	26.4
S.E.	0.32	0.23	0.39	0.34	0.33	0.41	0.40	0.47	0.68
Unweighted n	562	473	497	1,196	990	1,027	304	259	264
Weighted n (in 1000s)	97	81	86	209	166	174	53	44	47
Both vocational concentration and college preparatory	—	—	—	15.9	12.0	27.4	16.0	13.7	29.8
S.E.	—	—	—	0.64	0.52	0.71	0.36	0.38	0.52
Unweighted n	—	—	—	174	146	153	173	159	160
Weighted n (in 1000s)	—	—	—	28	23	25	27	25	25
Other/general	12.0	8.9	20.7	13.2	11.0	24.3	15.3	12.9	27.5
S.E.	0.30	0.26	0.35	0.38	0.30	0.34	0.20	0.25	0.90
Unweighted n	940	796	858	2,342	1,989	2,060	984	838	869
Weighted n (in 1000s)	178	150	165	440	370	388	161	135	145

—Too few sample observations for a reliable estimate.

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A32—Standard errors for table 35: Average 8–10th, 10–12th, and 8–12th grade test score gains in reading for 1992 public high school graduates according to 8th-grade reading test score quartiles, by curriculum specialization in high school

Curriculum specialization	Lowest quartile			Middle two quartiles			Highest quartile		
	8–10th	10–12th	8–12th	8–10th	10–12th	8–12th	8–10th	10–12th	8–12th
Total	6.9	9.4	16.6	8.2	11.2	19.5	10.1	13.2	23.0
S.E.	0.25	0.37	0.56	0.16	0.18	0.18	0.14	0.20	0.32
Unweighted n	1,865	1,548	1,626	4,948	4,262	4,430	2,964	2,561	2,639
Weighted n (in 1000s)	339	281	306	869	730	762	516	445	468
College preparatory only	9.2	10.4	19.9	9.9	12.0	21.9	10.8	13.6	24.4
S.E.	0.40	0.61	0.67	0.27	0.22	0.27	0.19	0.33	0.22
Unweighted n	163	142	150	1,383	1,231	1,267	1,526	1,330	1,376
Weighted n (in 1000s)	24	22	23	232	200	208	270	234	245
Vocational concentrators total*	6.6	8.8	15.7	7.3	10.8	18.0	8.5	12.4	21.0
S.E.	0.25	0.30	0.48	0.24	0.27	0.28	0.42	0.33	0.58
Unweighted n	711	586	611	1,283	1,095	1,139	437	362	368
Weighted n (in 1000s)	120	97	105	222	183	191	76	63	64
Vocational concentration only	6.4	8.8	15.5	7.0	10.7	17.6	7.7	12.2	19.9
S.E.	0.24	0.28	0.49	0.26	0.30	0.31	0.55	0.43	0.76
Unweighted n	678	557	581	1,098	930	968	292	237	242
Weighted n (in 1000s)	115	93	101	191	156	162	54	44	45
Both vocational concentration and college preparatory	12.8	—	19.9	8.8	11.2	20.5	10.4	13.0	23.6
S.E.	1.66	—	1.81	0.52	0.70	0.63	0.32	0.43	0.49
Unweighted n	33	—	30	185	165	171	145	125	126
Weighted n (in 1000s)	5	—	4	31	28	29	22	19	20
Other/general	6.9	9.7	16.7	7.8	11.0	19.0	9.7	12.8	21.7
S.E.	0.40	0.59	0.90	0.23	0.32	0.29	0.24	0.24	0.77
Unweighted n	991	820	865	2,282	1,936	2,024	1,001	869	895
Weighted n (in 1000s)	195	162	177	415	346	363	170	148	158

—Too few sample observations for a reliable estimate.

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A33—Standard errors for table 36: Average 8–10th, 10–12th, and 8–12th grade test score gains in science for 1992 public high school graduates according to 8th-grade science test score quartiles, by curriculum specialization in high school

Curriculum specialization	Lowest quartile			Middle two quartiles			Highest quartile		
	8–10th	10–12th	8–12th	8–10th	10–12th	8–12th	8–10th	10–12th	8–12th
Total	1.3	8.3	9.5	0.2	9.2	9.3	-0.6	10.2	9.6
S.E.	0.19	0.19	0.19	0.09	0.10	0.13	0.14	0.17	0.12
Unweighted n	1,799	1,480	1,577	4,960	4,249	4,430	2,942	2,547	2,627
Weighted n (in 1000s)	324	263	285	863	729	776	517	445	459
College preparatory only	2.4	8.2	10.5	1.0	10.1	10.9	0.1	10.3	10.3
S.E.	0.36	0.46	0.68	0.13	0.19	0.26	0.10	0.15	0.17
Unweighted n	201	175	184	1,391	1,234	1,274	1,464	1,271	1,317
Weighted n (in 1000s)	36	32	33	238	210	219	246	211	220
Vocational concentrators total*	1.1	8.2	9.3	-0.4	8.8	8.5	-1.4	9.7	8.5
S.E.	0.18	0.18	0.35	0.14	0.16	0.17	0.27	0.22	0.23
Unweighted n	603	495	522	1,319	1,099	1,151	483	420	428
Weighted n (in 1000s)	103	84	93	224	182	192	86	73	74
Vocational concentration only	1.0	8.2	9.3	-0.6	8.8	8.2	-1.9	9.7	8.0
S.E.	0.18	0.18	0.36	0.15	0.17	0.18	0.32	0.26	0.26
Unweighted n	574	472	499	1,120	925	971	351	303	309
Weighted n (in 1000s)	99	80	89	190	152	161	66	55	56
Both vocational concentration and college preparatory	—	—	—	0.8	8.9	9.9	0.1	9.9	10.2
S.E.	—	—	—	0.30	0.33	0.39	0.30	0.36	0.37
Unweighted n	—	—	—	199	174	180	132	117	119
Weighted n (in 1000s)	—	—	—	34	29	30	20	18	18
Other/general	1.1	8.4	9.5	0.0	8.8	8.8	-1.0	10.3	9.1
S.E.	0.29	0.29	0.22	0.15	0.12	0.18	0.32	0.39	0.19
Unweighted n	995	810	871	2,250	1,916	2,005	995	856	882
Weighted n (in 1000s)	185	148	159	401	337	366	185	161	166

—Too few sample observations for a reliable estimate.

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 may be nonzero but less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A34—Standard errors for table 37: Average number of credits earned by 1992 public high school graduates in various mathematics and precalculus courses and average number and percentage of credits earned in low-level mathematics courses¹ according to 8th-grade mathematics test score quartiles, by curriculum specialization in high school

Curriculum specialization	Average number of math credits	Average number of precalculus credits	Average number of low-level math credits	Percent of total math credits that are low-level ²
Lowest quartile				
Total	2.88	0.23	1.49	54.0
S.E.	0.033	0.020	0.052	1.90
Unweighted n	1,787	1,787	1,787	1,784
Weighted n (in 1000s)	333	333	333	333
College preparatory only	3.80	1.10	0.46	11.0
S.E.	0.078	0.084	0.062	1.46
Unweighted n	131	131	131	131
Weighted n (in 1000s)	24	24	24	24
Vocational concentrators total ³	2.73	0.13	1.67	62.9
S.E.	0.055	0.020	0.063	2.13
Unweighted n	623	623	623	622
Weighted n (in 1000s)	110	110	110	110
Vocational concentration only	2.71	0.10	1.71	64.3
S.E.	0.056	0.016	0.063	2.08
Unweighted n	607	607	607	606
Weighted n (in 1000s)	107	107	107	107
Both vocational concentration and college preparatory	—	—	—	—
S.E.	—	—	—	—
Unweighted n	—	—	—	—
Weighted n (in 1000s)	—	—	—	—
Other/general	2.85	0.19	1.51	54.2
S.E.	0.039	0.027	0.073	2.71
Unweighted n	1,033	1,033	1,033	1,031
Weighted n (in 1000s)	200	200	200	199
Middle two quartiles				
Total	3.17	0.74	0.65	22.8
S.E.	0.023	0.018	0.020	0.69
Unweighted n	5,259	5,259	5,259	5,253
Weighted n (in 1000s)	960	960	960	958
College preparatory only	3.75	1.45	0.15	3.7
S.E.	0.026	0.027	0.018	0.45
Unweighted n	1,346	1,346	1,346	1,346
Weighted n (in 1000s)	230	230	230	230

Table A34—Standard errors for table 37: Average number of credits earned by 1992 public high school graduates in various mathematics and precalculus courses and average number and percentage of credits earned in low-level mathematics courses¹ according to 8th-grade mathematics test score quartiles, by curriculum specialization in high school—Continued

Curriculum specialization	Average number of math credits	Average number of precalculus credits	Average number of low-level math credits	Percent of total math credits that are low-level ²
Vocational concentrators total³				
S.E.	2.84	0.47	0.87	33.7
Unweighted n	0.037	0.024	0.036	1.40
Weighted n (in 1000s)	1,445	1,445	1,445	1,443
	255	255	255	254
Vocational concentration only				
S.E.	2.73	0.34	0.97	38.0
Unweighted n	0.040	0.023	0.040	1.56
Weighted n (in 1000s)	1,257	1,257	1,257	1,255
	223	223	223	223
Both vocational concentration and college preparatory				
S.E.	3.62	1.39	0.15	3.6
Unweighted n	0.056	0.050	0.031	0.75
Weighted n (in 1000s)	188	188	188	188
	32	32	32	32
Other/general				
S.E.	3.07	0.53	0.77	26.1
Unweighted n	0.034	0.021	0.029	0.97
Weighted n (in 1000s)	2,468	2,468	2,468	2,464
	475	475	475	474
Highest quartile				
Total	3.62	4.02	0.12	4.0
S.E.	0.025	0.433	0.012	0.43
Unweighted n	3,268	3,266	3,268	3,266
Weighted n (in 1000s)	568	568	568	568
College preparatory only				
S.E.	3.90	1.69	0.03	0.7
Unweighted n	0.020	0.037	0.006	0.13
Weighted n (in 1000s)	1,743	1,743	1,743	1,743
	310	310	310	310
Vocational concentrators total³				
S.E.	3.29	1.21	0.22	8.1
Unweighted n	0.071	0.049	0.032	1.41
Weighted n (in 1000s)	492	492	492	492
	85	85	85	85
Vocational concentration only				
S.E.	3.01	0.97	0.31	11.8
Unweighted n	0.086	0.057	0.048	2.08
Weighted n (in 1000s)	314	314	314	314
	57	57	57	57

Table A34—Standard errors for table 37: Average number of credits earned by 1992 public high school graduates in various mathematics and precalculus courses and average number and percentage of credits earned in low-level mathematics courses¹ according to 8th-grade mathematics test score quartiles, by curriculum specialization in high school—Continued

Curriculum specialization	Average number of math credits	Average number of precalculus credits	Average number of low-level math credits	Percent of total math credits that are low-level ²
Both vocational concentration and college preparatory	3.84	1.69	0.03	0.7
S.E.	0.054	0.054	0.014	0.32
Unweighted n	178	178	178	178
Weighted n (in 1000s)	28	28	28	28
Other/general	3.28	1.14	0.24	7.9
S.E.	0.038	0.049	0.029	1.02
Unweighted n	1,033	1,033	1,033	1,031
Weighted n (in 1000s)	174	174	174	173

—Too few sample observations for a reliable estimate.

¹These include general and consumer mathematics and pre-algebra courses.

²These percentages are the average rates calculated for each student in the population.

³Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A35—Standard errors for table 38: Percentage of public schools reporting various efforts to integrate academic and vocational education, by selected school characteristics: 1997

Selected school characteristics	Teachers attend conferences on integrating academic and vocational education	School offers integrated academic and vocational curricula
Total	90.4	45.0
S.E.	0.99	1.57
Unweighted n	3,013	3,129
Weighted n	13,857	15,539
Student enrollment		
1–500	85.7	31.3
S.E.	1.95	2.33
Unweighted n	479	525
Weighted n	5,036	6,178
501–1,000	92.4	46.4
S.E.	1.57	2.83
Unweighted n	789	828
Weighted n	4,466	4,817
1,001 or more	93.9	62.0
S.E.	1.44	2.84
Unweighted n	1,745	1,776
Weighted n	4,356	4,543
Urbanicity		
Urban	92.2	57.1
S.E.	2.27	4.09
Unweighted n	855	844
Weighted n	2,181	2,284
Suburban	91.3	51.0
S.E.	1.39	2.39
Unweighted n	1,713	1,806
Weighted n	6,344	6,780
Rural	88.4	34.1
S.E.	1.75	2.34
Unweighted n	418	453
Weighted n	5,205	6,349
Career academy		
Yes	97.3	77.8
S.E.	4.75	12.39
Unweighted n	81	80
Weighted n	193	190
No	90.3	45.2
S.E.	1.05	1.65
Unweighted n	2,620	2,826
Weighted n	12,349	14,173

NOTE: The sample is made up of public schools with a 12th grade. Schools that were identified by school district officials as primarily vocational in nature were not included in the sampling frame. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth, 1996–97.

Table A36—Standard errors for table 39: Percentage of public schools offering tech-prep education, by selected characteristics: 1997

Selected characteristics	Tech-prep education
Total	50.1
S.E.	1.66
Unweighted n	3,000
Weighted n (in 1000s)	14,141
Student enrollment	
1–500	40.0
S.E.	2.57
Unweighted n	490
Weighted n (in 1000s)	5,628
501–1,000	54.6
S.E.	3.03
Unweighted n	778
Weighted n (in 1000s)	4,195
1,001 or more	59.1
S.E.	2.95
Unweighted n	1,732
Weighted n (in 1000s)	4,318
Urbanicity	
Urban	50.5
S.E.	4.15
Unweighted n	867
Weighted n (in 1000s)	2,264
Suburban	61.0
S.E.	2.42
Unweighted n	1,682
Weighted n (in 1000s)	6,325
Rural	37.6
S.E.	2.59
Unweighted n	422
Weighted n (in 1000s)	5,422
Career academy	
Yes	77.3
S.E.	12.59
Unweighted n	77
Weighted n (in 1000s)	187
No	51.7
S.E.	1.75
Unweighted n	2,623
Weighted n (in 1000s)	12,669

Table A36—Standard errors for table 39: Percentage of public schools offering tech-prep education, by selected characteristics: 1997—Continued

Selected characteristics	Tech-prep education
Region	
Northeast	37.8
S.E.	4.30
Unweighted n	767
Weighted n (in 1000s)	1,984
Midwest	61.9
S.E.	3.06
Unweighted n	654
Weighted n (in 1000s)	3,912
West	60.3
S.E.	3.68
Unweighted n	666
Weighted n (in 1000s)	2,757
South	43.2
S.E.	2.84
Unweighted n	780
Weighted n (in 1000s)	4,728

NOTE: The sample is made up of public schools with a 12th grade. Schools that were identified by school district officials as primarily vocational in nature were not included in the sampling frame. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth, 1996–97.

Table A37—Standard errors for table 40: Percentage of public schools offering various school-based activities, by selected characteristics: 1997

	Block scheduling	Career major	School-based enterprise
Total	38.9	19.6	19.1
S.E.	1.57	1.30	1.34
Unweighted n	3,048	2,928	2,853
Weighted n (in 1000s)	14,870	14,412	13,387
Student enrollment			
1–500	32.7	12.5	14.3
S.E.	2.38	1.71	1.86
Unweighted n	502	476	456
Weighted n (in 1000s)	6,026	5,829	5,506
501–1,000	39.9	19.2	15.5
S.E.	2.89	2.36	2.28
Unweighted n	796	763	742
Weighted n (in 1000s)	4,471	4,350	3,910
1,001 or more	46.5	29.8	29.2
S.E.	2.97	2.77	2.85
Unweighted n	1750	1689	1655
Weighted n (in 1000s)	4,373	4,234	3,971
Urbanicity			
Urban	48.0	25.8	24.7
S.E.	4.10	3.67	3.70
Unweighted n	883	851	839
Weighted n (in 1000s)	2,315	2,224	2,123
Suburban	44.1	25.1	25.4
S.E.	2.45	2.17	2.25
Unweighted n	1711	1684	1586
Weighted n (in 1000s)	6,386	6,233	5,820
Rural	29.8	12.7	9.2
S.E.	2.32	1.69	1.57
Unweighted n	424	412	398
Weighted n (in 1000s)	6,037	6,014	5,312
Career academy			
Yes	64.2	71.5	50.8
S.E.	14.28	13.44	15.08
Unweighted n	79	79	77
Weighted n (in 1000s)	190	190	186
No	39.7	19.4	19.1
S.E.	1.67	1.37	1.41
Unweighted n	2664	2557	2486
Weighted n (in 1000s)	13,385	12,962	11,991

Table A37—Standard errors for table 40: Percentage of public schools offering various school-based activities, by selected characteristics: 1997—Continued

	Block scheduling	Career major	School-based enterprise
Region			
Northeast	35.2	20.8	23.1
S.E.	4.24	3.61	3.86
Unweighted n	772	759	725
Weighted n (in 1000s)	1,985	1,980	1,865
Midwest	35.6	14.3	22.0
S.E.	2.98	2.20	2.69
Unweighted n	664	642	625
Weighted n (in 1000s)	4,023	3,921	3,696
West	41.0	17.5	23.4
S.E.	3.49	2.75	3.23
Unweighted n	690	665	638
Weighted n (in 1000s)	3,101	2,985	2,682
South	39.2	26.3	13.5
S.E.	2.72	2.50	2.04
Unweighted n	792	734	733
Weighted n (in 1000s)	5,026	4,834	4,383

NOTE: The sample is made up of public schools with a 12th grade. Schools that were identified by school district officials as primarily vocational in nature were not included in the sampling frame. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth, 1996–97.

Table A38—Standard errors for table 41: Percentage of public schools offering skill standards, skill certificates, and occupational certificates, by selected school characteristics: 1997

Selected school characteristics	Skill standards	Skill certificates	Occupational certificates
Total	27.5	19.9	19.7
S.E.	1.41	1.26	1.26
Unweighted n	3,218	3,227	3,202
Weighted n (in 1000s)	15,587	15,602	15,480
Region			
Northeast	29.3	20.8	19.2
S.E.	3.95	3.52	3.41
Unweighted n	810	808	811
Weighted n (in 1000s)	2,076	2,076	2,080
Midwest	27.6	20.5	22.2
S.E.	2.68	2.42	2.49
Unweighted n	695	698	694
Weighted n (in 1000s)	4,333	4,313	4,319
West	30.4	25.2	16.5
S.E.	3.20	3.01	2.59
Unweighted n	743	744	734
Weighted n (in 1000s)	3,227	3,234	3,198
South	27.3	17.1	21.7
S.E.	2.43	2.04	2.27
Unweighted n	828	834	821
Weighted n (in 1000s)	5,247	5,273	5,100
Public school type			
Comprehensive public	27.9	20.4	19.1
S.E.	1.60	1.43	1.41
Unweighted n	2,431	2,438	2,419
Weighted n (in 1000s)	12,232	12,241	12,139
Public choice	15.0	12.8	19.4
S.E.	3.09	2.89	3.43
Unweighted n	314	314	311
Weighted n (in 1000s)	2,083	2,085	2,072
Public magnet	30.2	22.3	15.2
S.E.	11.43	10.30	8.95
Unweighted n	120	122	121
Weighted n (in 1000s)	265	269	265
Other public	24.9	13.1	21.2
S.E.	8.85	6.91	8.33
Unweighted n	136	136	138
Weighted n (in 1000s)	385	386	388

Table A38—Standard errors for table 41: Percentage of public schools offering skill standards, skill certificates, and occupational certificates, by selected school characteristics: 1997—Continued

Selected school characteristics	Skill standards	Skill certificates	Occupational certificates
Percent minority students			
0–25	24.3	16.6	17.9
S.E.	1.62	1.40	1.44
Unweighted n	1,696	1,702	1,699
Weighted n (in 1000s)	10,914	10,921	11,009
26–50	34.4	25.6	25.1
S.E.	3.96	3.63	3.77
Unweighted n	584	587	576
Weighted n (in 1000s)	2,245	2,257	2,064
51–75	26.2	21.4	19.8
S.E.	4.81	4.50	4.38
Unweighted n	399	396	393
Weighted n (in 1000s)	1,310	1,302	1,299
76–100	51.1	42.3	29.6
S.E.	6.38	6.29	5.85
Unweighted n	497	500	493
Weighted n (in 1000s)	967	972	960
Grade span			
K–12	30.1	8.9	11.5
S.E.	5.52	3.42	3.84
Unweighted n	114	114	113
Weighted n (in 1000s)	1,087	1,087	1,085
7–12	14.1	11.0	9.0
S.E.	3.24	2.90	2.59
Unweighted n	266	269	272
Weighted n (in 1000s)	1,808	1,821	1,915
9–12	29.2	22.0	21.2
S.E.	1.64	1.49	1.49
Unweighted n	2,613	2,618	2,594
Weighted n (in 1000s)	11,929	11,930	11,727
10–12	28.7	22.7	35.0
S.E.	6.52	6.03	6.91
Unweighted n	225	226	223
Weighted n (in 1000s)	761	763	753
Percent taking SAT or ACT			
0–25	30.3	22.2	20.9
S.E.	4.15	3.82	3.67
Unweighted n	363	360	365
Weighted n (in 1000s)	1,915	1,848	1,918

Table A38—Standard errors for table 41: Percentage of public schools offering skill standards, skill certificates, and occupational certificates, by selected school characteristics: 1997—Continued

Selected school characteristics	Skill standards	Skill certificates	Occupational certificates
26–50	28.2	18.3	18.4
S.E.	2.70	2.31	2.33
Unweighted n	793	789	792
Weighted n (in 1000s)	4,321	4,343	4,315
51–75	27.9	26.7	21.3
S.E.	2.51	2.48	2.29
Unweighted n	973	965	974
Weighted n (in 1000s)	4,976	4,935	4,973
76–100	24.9	9.5	17.8
S.E.	3.08	2.09	2.72
Unweighted n	773	777	774
Weighted n (in 1000s)	3,074	3,076	3,077
Student enrollment			
1–500	15.8	9.4	7.2
S.E.	1.84	1.47	1.29
Unweighted n	533	535	531
Weighted n (in 1000s)	6,103	6,094	6,177
501–1,000	26.0	17.8	20.3
S.E.	2.48	2.17	2.32
Unweighted n	839	837	830
Weighted n (in 1000s)	4,844	4,835	4,666
1,001 or more	44.6	35.7	35.8
S.E.	2.88	2.76	2.78
Unweighted n	1,846	1,855	1,841
Weighted n (in 1000s)	4,640	4,673	4,637
Urbanicity			
Urban	41.4	31.6	33.6
S.E.	3.96	3.73	3.81
Unweighted n	923	925	918
Weighted n (in 1000s)	2,418	2,420	2,400
Suburban	34.1	26.8	23.4
S.E.	2.27	2.12	2.03
Unweighted n	1,815	1,821	1,802
Weighted n (in 1000s)	6,778	6,808	6,745
Rural	15.3	7.9	10.5
S.E.	1.79	1.35	1.53
Unweighted n	449	450	451
Weighted n (in 1000s)	6,258	6,241	6,202

Table A38—Standard errors for table 41: Percentage of public schools offering skill standards, skill certificates, and occupational certificates, by selected school characteristics: 1997—Continued

Selected school characteristics	Skill standards	Skill certificates	Occupational certificates
Career academy			
Yes	60.8	54.3	53.9
S.E.	14.42	14.72	14.72
Unweighted n	81	80	81
Weighted n (in 1000s)	193	193	193
No	26.4	18.7	18.6
S.E.	1.46	1.30	1.29
Unweighted n	2,835	2,822	2,837
Weighted n (in 1000s)	14,088	14,004	14,093

NOTE: The sample is made up of public schools with a 12th grade. Schools that were identified by school district officials as primarily vocational in nature were not included in the sampling frame. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth, 1996–97.

Table A39—Standard errors for table 42: Percentage distribution of 1992 public high school graduates according to their work status during their senior year in high school, by curriculum specialization in high school

Curriculum specialization	Never worked	Any work	Hours worked	
			20 or fewer hours	More than 20 hours
Total	29.2	70.8	67.7	32.3
S.E.	0.93	0.93	1.06	1.06
Unweighted n	10,589	10,589	7,301	7,301
Weighted n (in 1000s)	1,868	1,868	1,322	1,322
College preparatory only	31.8	68.2	79.9	20.1
S.E.	1.46	1.46	1.35	1.35
Unweighted n	3,309	3,309	2,186	2,186
Weighted n (in 1000s)	563	563	385	385
Vocational concentrators total*	25.3	74.7	55.8	44.2
S.E.	1.25	1.25	1.73	1.73
Unweighted n	2,591	2,591	1,923	1,923
Weighted n (in 1000s)	445	445	333	333
Vocational concentration only	24.5	75.5	53.8	46.3
S.E.	1.29	1.29	1.92	1.92
Unweighted n	2,201	2,201	1,643	1,643
Weighted n (in 1000s)	381	381	288	288
Both vocational concentration and college preparatory	29.5	70.5	68.6	31.4
S.E.	3.35	3.35	3.41	3.41
Unweighted n	391	391	280	280
Weighted n (in 1000s)	64	64	45	45
Other/general	29.6	70.4	66.4	33.6
S.E.	1.47	1.47	1.71	1.71
Unweighted n	4,689	4,689	3,192	3,192
Weighted n (in 1000s)	860	860	605	605

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up and High School Transcript Study.

Table A40—Standard errors for table 43: Percentage of public high school graduates completing cooperative education or work experience coursework in a specific occupational area, by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization	1982	1990	1994
Total	8.0	7.4	9.4
S.E.	0.51	0.87	0.67
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentrators total*	14.9	17.6	23.1
S.E.	1.00	2.00	1.51
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Vocational concentration only	15.0	17.9	23.8
S.E.	1.06	2.05	1.61
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Both vocational concentration and college preparatory	8.0	15.4	20.4
S.E.	3.79	2.82	1.97
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
College preparatory	0.1	1.6	3.0
S.E.	0.06	0.39	0.74
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Other/general	5.1	4.4	6.0
S.E.	0.53	0.77	0.74
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A41—Standard errors for table 44: Average percentage of specific labor market preparation (SLMP) credits earned through cooperative education or work experience coursework in a specific occupational area, by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization	1982	1990	1994
Total	3.5	3.2	4.5
S.E.	0.20	0.40	0.32
Unweighted n	8,501	16,507	23,706
Weighted n (in 1000s)	2,311	2,505	2,213
Vocational concentrators total*	5.8	7.8	11.4
S.E.	0.49	1.03	0.84
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Vocational concentration only	5.8	7.8	11.5
S.E.	0.50	1.04	0.88
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Both vocational concentration and college preparatory	4.0	8.5	10.9
S.E.	1.91	1.63	1.22
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
College preparatory	0.1	0.8	1.4
S.E.	0.06	0.20	0.31
Unweighted n	535	4,562	7,741
Weighted n (in 1000s)	143	649	712
Other/general	2.4	1.8	2.7
S.E.	0.27	0.31	0.37
Unweighted n	4,811	7,488	10,076
Weighted n (in 1000s)	1,291	1,161	938

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A42—Standard errors for table 45: Average number of Carnegie units accumulated by public high school graduates in cooperative education and work experience coursework in a specific occupational area: 1982, 1990, and 1994—Continued

Curriculum specialization	Total	Agri- culture and renewable resources	Business	Marketing and distri- bution	Health care	Public and protective services	Trade and industry	Tech- nology and communi- cations	Personal and other services	Food service and hospitality	Child care and education	Occu- pational home economics ¹
Other/general	0.08	0.00	0.02	0.03	0.00	0.00	0.01	0.00	0.01	0.00	0.00	0.01
S.E.	0.010	0.000	0.004	0.005	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.004
Unweighted n	10,076	10,076	10,076	10,076	10,076	10,076	10,076	10,076	10,076	10,076	10,076	10,076
Weighted n (in 1000s)	938	938	938	938	938	938	938	938	938	938	938	938

¹Occupational home economics combines personal and other services, food service and hospitality, and child care and education.

²Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Averages may not add to totals due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.00 or 0.000 may be nonzero but less than 0.005 or 0.0005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A43—Standard errors for table 46: Percentage of graduates completing career preparation and general work experience courses not in a specific occupational area, by curriculum specialization in high school: 1982, 1990, and 1994

Curriculum specialization	1982	1990	1994
Total	17.1	17.6	13.3
S.E.	0.80	1.37	1.65
Unweighted n	9,596	16,507	23,706
Weighted n (in 1000s)	2,606	2,505	2,213
Vocational concentrators total*	15.5	17.3	14.3
S.E.	1.09	1.94	2.13
Unweighted n	3,155	4,457	5,889
Weighted n (in 1000s)	877	696	562
Vocational concentration only	15.6	17.8	15.3
S.E.	1.10	1.80	2.25
Unweighted n	3,089	3,951	4,780
Weighted n (in 1000s)	862	625	462
Both vocational concentration and college preparatory	6.5	12.8	9.7
S.E.	4.80	4.41	2.24
Unweighted n	66	506	1,109
Weighted n (in 1000s)	15	70	100
College preparatory	5.2	9.8	7.7
S.E.	0.99	1.53	1.39
Unweighted n	774	4,562	7,741
Weighted n (in 1000s)	212	649	712
Other/general	19.6	22.0	16.9
S.E.	1.00	1.75	1.94
Unweighted n	5,667	7,488	10,076
Weighted n (in 1000s)	1,517	1,161	938

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A44—Standard errors for table 47: Percentage of public high school graduates completing at least .5 credits of computer education coursework: 1982, 1990, and 1994

	1982	1990	1994
Total	13.2	78.4	79.9
S.E.	0.58	0.98	1.08
Unweighted n	9,598	16,507	23,706
Weighted n (in 1000s)	2,607	2,505	2,213
Gender			
Male	14.0	70.5	75.1
S.E.	0.76	1.35	1.43
Unweighted n	4,654	7,838	11,472
Weighted n (in 1000s)	1,257	1,194	1,083
Female	12.5	85.5	84.5
S.E.	0.70	0.85	0.91
Unweighted n	4,944	8,660	12,193
Weighted n (in 1000s)	1,350	1,309	1,126
Race–ethnicity			
American Indian/Alaskan Native	6.1	74.7	75.1
S.E.	2.12	3.06	5.01
Unweighted n	162	84	188
Weighted n (in 1000s)	30	12	17
Asian/Pacific Islander	18.1	74.8	78.5
S.E.	2.68	3.33	3.95
Unweighted n	301	682	1,215
Weighted n (in 1000s)	38	86	74
Black, non-Hispanic	12.8	78.3	77.9
S.E.	1.40	1.34	1.40
Unweighted n	1,337	2,324	3,953
Weighted n (in 1000s)	293	347	263
Hispanic	8.0	79.2	80.5
S.E.	0.88	1.98	1.36
Unweighted n	2,062	1,448	2,747
Weighted n (in 1000s)	307	194	168
White, non-Hispanic	14.2	78.7	80.7
S.E.	0.72	1.11	1.25
Unweighted n	5,657	11,403	14,526
Weighted n (in 1000s)	1,913	1,778	1,564

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A45—Standard errors for table 48: Percentage of public high school graduates completing introductory technology coursework, by type of course: 1982, 1990, and 1994

Year	Introductory technology		
	Total	Industrial arts	Technology education
1982	14.1	14.0	0.2
S.E.	0.73	0.73	0.09
Unweighted n	9,596	9,596	9,596
Weighted n (in 1000s)	2,606	2,606	2,606
Gender			
Male	24.7	24.5	0.4
S.E.	1.23	1.23	0.14
Unweighted n	4,654	4,654	4,654
Weighted n (in 1000s)	1,257	1,257	1,257
Female	4.3	4.2	0.1
S.E.	0.53	0.53	0.00
Unweighted n	4,942	4,942	4,942
Weighted n (in 1000s)	1,349	1,349	1,349
Race–ethnicity			
American Indian/Alaskan Native	25.2	24.6	1.5
S.E.	9.60	9.87	1.06
Unweighted n	162	162	162
Weighted n (in 1000s)	30	30	30
Asian/Pacific Islander	11.2	11.2	0.0
S.E.	3.14	3.14	0.00
Unweighted n	301	301	301
Weighted n (in 1000s)	38	38	38
Black, non-Hispanic	11.4	11.1	0.3
S.E.	1.37	1.40	0.14
Unweighted n	1,337	1,337	1,337
Weighted n (in 1000s)	293	293	293
Hispanic	20.0	19.9	0.2
S.E.	1.73	1.72	0.08
Unweighted n	2,061	2,061	2,061
Weighted n (in 1000s)	307	307	307
White, non-Hispanic	13.6	13.5	0.2
S.E.	0.78	0.78	0.10
Unweighted n	5,656	5,656	5,656
Weighted n (in 1000s)	1,912	1,912	1,912
1990	9.6	9.0	0.8
S.E.	0.74	0.77	0.22
Unweighted n	16,507	16,507	16,507
Weighted n (in 1000s)	2,505	2,505	2,505

Table A45—Standard errors for table 48: Percentage of public high school graduates completing introductory technology coursework, by type of course: 1982, 1990, and 1994—Continued

Year	Introductory technology		
	Total	Industrial arts	Technology education
Gender			
Male	16.8	15.7	1.5
S.E.	1.07	1.12	0.42
Unweighted n	7,838	7,838	7,838
Weighted n (in 1000s)	1,194	1,194	1,194
Female	3.1	2.9	0.1
S.E.	0.64	0.63	0.06
Unweighted n	8,660	8,660	8,660
Weighted n (in 1000s)	1,309	1,309	1,309
Race—ethnicity			
American Indian/Alaskan Native	11.0	9.9	1.0
S.E.	4.11	3.62	1.04
Unweighted n	84	84	84
Weighted n (in 1000s)	12	12	12
Asian/Pacific Islander	6.8	6.7	0.1
S.E.	1.79	1.80	0.08
Unweighted n	682	682	682
Weighted n (in 1000s)	86	86	86
Black, non-Hispanic	9.6	8.9	0.7
S.E.	1.42	1.46	0.17
Unweighted n	2,324	2,324	2,324
Weighted n (in 1000s)	347	347	347
Hispanic	7.3	6.8	0.5
S.E.	1.32	1.32	0.23
Unweighted n	1,448	1,448	1,448
Weighted n (in 1000s)	194	194	194
White, non-Hispanic	9.9	9.3	0.8
S.E.	0.92	0.93	0.28
Unweighted n	11,403	11,403	11,403
Weighted n (in 1000s)	1,778	1,778	1,778
1994	11.3	7.9	4.2
S.E.	0.83	0.67	0.71
Unweighted n	23,706	23,706	23,706
Weighted n (in 1000s)	2,213	2,213	2,213
Gender			
Male	19.9	13.8	7.4
S.E.	1.49	1.19	1.33
Unweighted n	11,472	11,472	11,472
Weighted n (in 1000s)	1,083	1,083	1,083

Table A45—Standard errors for table 48: Percentage of public high school graduates completing introductory technology coursework, by type of course: 1982, 1990, and 1994—Continued

Year	Introductory technology		
	Total	Industrial arts	Technology education
Female	3.1	2.1	1.0
S.E.	0.37	0.30	0.22
Unweighted n	12,193	12,193	12,193
Weighted n (in 1000s)	1,126	1,126	1,126
Race-ethnicity			
American Indian/Alaskan Native	15.6	11.0	4.6
S.E.	3.51	3.53	2.14
Unweighted n	188	188	188
Weighted n (in 1000s)	17	17	17
Asian/Pacific Islander	5.6	4.3	1.6
S.E.	1.16	0.85	0.80
Unweighted n	1,215	1,215	1,215
Weighted n (in 1000s)	74	74	74
Black, non-Hispanic	11.1	6.8	4.6
S.E.	1.10	0.80	0.92
Unweighted n	3,953	3,953	3,953
Weighted n (in 1000s)	263	263	263
Hispanic	9.0	5.7	3.7
S.E.	2.24	1.12	1.72
Unweighted n	2,747	2,747	2,747
Weighted n (in 1000s)	168	168	168
White, non-Hispanic	12.0	8.5	4.2
S.E.	0.98	0.81	0.89
Unweighted n	14,526	14,526	14,526
Weighted n (in 1000s)	1,564	1,564	1,564

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and 1990 and 1994 National Assessment of Educational Progress High School Transcript Studies.

Table A46—Standard errors for table 49: Percentage distribution of public school teachers of grades 9 through 12 according to highest educational degree, by teaching assignment and vocational program area: 1990–91 and 1993–94

Teaching assignment and vocational program area	1990–91					1993–94				
	Less than bachelor's	Bachelor's	Master's	Educational specialist	Doctorate or first-professional	Less than bachelor's	Bachelor's	Master's	Educational specialist	Doctorate or first-professional
Total	1.7	45.4	46.4	5.3	1.3	1.7	46.3	45.6	5.3	1.1
S.E.	0.14	0.58	0.61	0.26	0.11	0.13	0.39	0.37	0.16	0.07
Unweighted n	23,650	23,650	23,650	23,650	23,650	22,552	22,552	22,552	22,552	22,552
Weighted n (in 1000s)	861	861	861	861	861	742	742	742	742	742
Teaching assignment										
Vocational education	8.3	45.5	41.4	4.5	0.3	8.3	46.7	38.7	5.6	0.7
S.E.	0.71	0.97	1.04	0.39	0.12	0.69	0.82	0.78	0.43	0.16
Unweighted n	4,384	4,384	4,384	4,384	4,384	3,687	3,687	3,687	3,687	3,687
Weighted n (in 1000s)	146	146	146	146	146	114	114	114	114	114
Academic education	0.3	45.7	47.4	5.1	1.5	0.5	46.8	46.6	4.9	1.2
S.E.	0.06	0.69	0.70	0.28	0.14	0.05	0.47	0.45	0.16	0.09
Unweighted n	16,791	16,791	16,791	16,791	16,791	16,626	16,626	16,626	16,626	16,626
Weighted n (in 1000s)	627	627	627	627	627	559	559	559	559	559
Special education	0.2	42.5	47.0	8.4	1.9	0.2	41.3	49.4	8.2	0.9
S.E.	0.12	1.37	1.27	0.73	0.41	0.11	1.06	1.04	0.62	0.27
Unweighted n	2,475	2,475	2,475	2,475	2,475	2,239	2,239	2,239	2,239	2,239
Weighted n (in 1000s)	88	88	88	88	88	69	69	69	69	69
Vocational program area										
Agriculture	1.5	51.3	42.7	3.9	0.6	1.7	51.9	42.7	2.5	1.2
S.E.	0.66	3.05	3.23	1.18	0.43	0.87	3.26	3.17	0.61	0.73
Unweighted n	348	348	348	348	348	332	332	332	332	332
Weighted n (in 1000s)	9	9	9	9	9	9	9	9	9	9
Business and accounting	0.6	43.1	50.4	5.6	0.3	0.7	48.2	44.5	6.5	0.1
S.E.	0.33	1.63	1.77	0.88	0.19	0.35	1.53	1.72	0.77	0.04
Unweighted n	1,310	1,310	1,310	1,310	1,310	1,058	1,058	1,058	1,058	1,058
Weighted n (in 1000s)	47	47	47	47	47	33	33	33	33	33
Career education	0.5	42.7	47.5	9.2	0.0	5.5	39.1	42.1	10.6	2.7
S.E.	0.45	9.13	9.52	2.99	0.00	4.67	5.85	4.95	3.35	1.59
Unweighted n	59	59	59	59	59	68	68	68	68	68
Weighted n (in 1000s)	2	2	2	2	2	2	2	2	2	2
Health occupations	17.9	44.4	26.1	11.6	0.0	15.1	49.5	20.4	15.0	0.0
S.E.	5.48	7.19	7.84	6.01	0.00	4.72	5.27	4.52	3.59	0.00
Unweighted n	87	87	87	87	87	65	65	65	65	65
Weighted n (in 1000s)	3	3	3	3	3	2	2	2	2	2

Table A46—Standard errors for table 49: Percentage distribution of public school teachers of grades 9 through 12 according to highest educational degree, by teaching assignment and vocational program area: 1990–91 and 1993–94—Continued

Teaching assignment and vocational program area	1990–91					1993–94				
	Less than bachelor's	Bachelor's	Master's	Educational specialist	Doctorate or first-professional	Less than bachelor's	Bachelor's	Master's	Educational specialist	Doctorate or first-professional
Home economics	0.3	58.8	37.9	2.7	0.4	0.1	59.2	36.3	3.4	1.0
S.E.	0.13	2.11	2.09	0.55	0.24	0.03	2.08	2.08	0.82	0.46
Unweighted n	814	814	814	814	814	710	710	710	710	710
Weighted n (in 1000s)	26	26	26	26	26	21	21	21	21	21
Industrial arts	4.0	46.9	44.8	4.3	0.0	2.4	45.7	45.2	5.1	1.6
S.E.	1.00	2.28	2.23	1.11	0.00	0.62	2.47	2.74	1.00	0.61
Unweighted n	651	651	651	651	651	526	526	526	526	526
Weighted n (in 1000s)	23	23	23	23	23	16	16	16	16	16
Technical	24.7	39.0	33.1	3.2	0.0	16.0	46.3	34.3	0.9	2.5
S.E.	4.72	8.56	7.46	1.97	0.00	2.90	4.62	4.15	0.98	1.79
Unweighted n	117	117	117	117	117	114	114	114	114	114
Weighted n (in 1000s)	4	4	4	4	4	3	3	3	3	3
Trade and industry	45.4	29.3	21.8	3.3	0.2	39.1	29.5	24.6	6.6	0.2
S.E.	3.19	3.36	2.21	1.02	0.14	2.98	2.72	2.32	1.53	0.14
Unweighted n	522	522	522	522	522	287	287	287	287	287
Weighted n (in 1000s)	15	15	15	15	15	9	9	9	9	9
Other	18.1	43.4	32.2	4.8	1.6	12.5	40.0	41.0	6.4	0.1
S.E.	3.57	3.54	3.12	1.00	1.08	4.12	3.27	3.37	1.93	0.05
Unweighted n	346	346	346	346	346	251	251	251	251	251
Weighted n (in 1000s)	12	12	12	12	12	9	9	9	9	9
Mixed*	2.9	41.8	51.7	3.6	0.0	32.2	34.8	25.0	7.1	0.9
S.E.	1.54	5.05	5.08	1.95	0.00	3.49	3.12	3.00	1.77	0.93
Unweighted n	130	130	130	130	130	276	276	276	276	276
Weighted n (in 1000s)	4	4	4	4	4	10	10	10	10	10

*"Mixed" indicates that the teacher taught equal proportions in two or more vocational subjects.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 and 1993–94.

Table A47—Standard errors for table 50: Percentage distribution of public school teachers of grades 9 through 12 according to major field of highest degree, by teaching assignment: 1990–91 and 1993–94

Teaching assignment	Math and science	Social science	Letters and humanities	General education	Special education	Vocational education	Occupationally specific	Other
1990–91								
Total	7.0	5.8	9.9	41.6	6.6	11.3	3.7	14.1
S.E.	0.20	0.24	0.27	0.42	0.22	0.25	0.22	0.40
Unweighted n	23,295	23,295	23,295	23,295	23,295	23,295	23,295	23,295
Weighted n (in 1000s)	850	850	850	850	850	850	850	850
Vocational education	0.7	1.3	1.1	13.0	0.9	59.7	9.0	14.2
S.E.	0.15	0.27	0.21	0.85	0.21	1.09	0.69	0.79
Unweighted n	4,067	4,067	4,067	4,067	4,067	4,067	4,067	4,067
Weighted n (in 1000s)	137	137	137	137	137	137	137	137
Academic education	9.3	6.9	12.8	50.7	1.2	1.7	2.9	14.4
S.E.	0.27	0.29	0.34	0.61	0.19	0.13	0.22	0.47
Unweighted n	16,757	16,757	16,757	16,757	16,757	16,757	16,757	16,757
Weighted n (in 1000s)	625	625	625	625	625	625	625	625
Special education	0.8	4.8	2.3	21.4	54.2	3.6	1.4	11.4
S.E.	0.23	0.49	0.36	1.29	1.37	0.76	0.30	0.92
Unweighted n	2,471	2,471	2,471	2,471	2,471	2,471	2,471	2,471
Weighted n (in 1000s)	87	87	87	87	87	87	87	87
1993–94								
Total	8.2	5.4	10.4	41.1	6.3	10.0	4.3	14.3
S.E.	0.22	0.16	0.22	0.41	0.17	0.18	0.13	0.28
Unweighted n	22,181	22,181	22,181	22,181	22,181	22,181	22,181	22,181
Weighted n (in 1000s)	729	729	729	729	729	729	729	729
Vocational education	0.7	1.0	1.2	12.9	1.0	56.8	11.5	14.8
S.E.	0.16	0.18	0.28	0.70	0.16	0.95	0.47	0.74
Unweighted n	3,423	3,423	3,423	3,423	3,423	3,423	3,423	3,423
Weighted n (in 1000s)	104	104	104	104	104	104	104	104
Academic education	10.5	6.3	13.2	48.8	1.1	2.1	3.3	14.6
S.E.	0.30	0.20	0.27	0.44	0.08	0.12	0.13	0.32
Unweighted n	16,522	16,522	16,522	16,522	16,522	16,522	16,522	16,522
Weighted n (in 1000s)	556	556	556	556	556	556	556	556
Special education	0.8	4.7	1.6	21.4	55.9	2.6	2.2	10.9
S.E.	0.29	0.46	0.33	0.80	1.05	0.43	0.46	0.83
Unweighted n	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236
Weighted n (in 1000s)	69	69	69	69	69	69	69	69

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 and 1993–94.

Table A48—Standard errors for table 51: Percentage distribution of public school teachers of grades 9 through 12 according to years of teaching experience, by teaching assignment: 1990–91 and 1993–94

Teaching assignment	1990–91				1993–94			
	Less than 3 years	3–9 years	10–20 years	More than 20 years	Less than 3 years	3–9 years	10–20 years	More than 20 years
Total	6.1	21.4	40.9	31.6	7.8	21.8	34.6	35.8
S.E.	0.19	0.42	0.44	0.51	0.21	0.32	0.32	0.37
Unweighted n	23,650	23,650	23,650	23,650	22,552	22,552	22,552	22,552
Weighted n (in 1000s)	861	861	861	861	742	742	742	742
Vocational education	5.1	20.5	42.5	31.9	5.9	19.7	37.4	37.1
S.E.	0.39	0.84	0.83	0.84	0.44	0.77	1.03	0.97
Unweighted n	4,384	4,384	4,384	4,384	3,687	3,687	3,687	3,687
Weighted n (in 1000s)	146	146	146	146	114	114	114	114
Academic education	6.3	20.5	39.6	33.6	8.4	21.6	32.6	37.4
S.E.	0.28	0.53	0.56	0.67	0.26	0.37	0.37	0.41
Unweighted n	16,791	16,791	16,791	16,791	16,626	16,626	16,626	16,626
Weighted n (in 1000s)	627	627	627	627	559	559	559	559
Special education	7.0	29.4	47.3	16.3	6.8	26.7	46.4	20.1
S.E.	0.68	1.29	1.33	1.10	0.54	0.93	1.19	1.21
Unweighted n	2,475	2,475	2,475	2,475	2,239	2,239	2,239	2,239
Weighted n (in 1000s)	88	88	88	88	69	69	69	69

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 and 1993–94.

Table A49—Standard errors for table 52: Percentage distribution of public school teachers of grades 9 through 12 according to type of credential in primary assignment field, by teaching assignment: 1990–91 and 1993–94

Teaching assignment	None	Standard	Probationary	Temporary ¹	Alternative ²	Advanced ²	Other ²
1990–91							
Total	2.2	76.3	2.6	3.1	—	—	15.9
S.E.	0.15	0.42	0.15	0.16	—	—	0.34
Unweighted n	23,650	23,650	23,650	23,650	—	—	23,650
Weighted n (in 1000s)	861	861	861	861	—	—	861
Vocational education	1.0	77.4	2.1	3.9	—	—	15.7
S.E.	0.24	0.81	0.28	0.37	—	—	0.70
Unweighted n	4,384	4,384	4,384	4,384	—	—	4,384
Weighted n (in 1000s)	146	146	146	146	—	—	146
Academic education	2.3	76.6	2.6	2.8	—	—	15.7
S.E.	0.18	0.44	0.19	0.19	—	—	0.36
Unweighted n	16,791	16,791	16,791	16,791	—	—	16,791
Weighted n (in 1000s)	627	627	627	627	—	—	627
Special education	3.7	72.0	2.7	4.5	—	—	17.1
S.E.	0.56	1.33	0.39	0.53	—	—	0.94
Unweighted n	2,475	2,475	2,475	2,475	—	—	2,475
Weighted n (in 1000s)	88	88	88	88	—	—	88
1993–94							
Total	2.7	74.6	1.6	3.9	1.0	16.1	—
S.E.	0.15	0.30	0.10	0.18	0.10	0.29	—
Unweighted n	22,552	22,552	22,552	22,552	22,552	22,552	—
Weighted n (in 1000s)	742	742	742	742	742	742	—
Vocational education	1.2	74.6	0.8	4.7	2.0	16.7	—
S.E.	0.19	0.80	0.12	0.38	0.32	0.63	—
Unweighted n	3,687	3,687	3,687	3,687	3,687	3,687	—
Weighted n (in 1000s)	114	114	114	114	114	114	—
Academic education	2.9	75.2	1.8	3.4	0.8	16.0	—
S.E.	0.20	0.34	0.11	0.16	0.10	0.32	—
Unweighted n	16,626	16,626	16,626	16,626	16,626	16,626	—
Weighted n (in 1000s)	559	559	559	559	559	559	—
Special education	3.6	70.1	1.7	6.9	1.3	16.4	—
S.E.	0.44	1.07	0.35	0.66	0.26	0.86	—
Unweighted n	2,239	2,239	2,239	2,239	2,239	2,239	—
Weighted n (in 1000s)	69	69	69	69	69	69	—

—Not applicable.

¹In 1993–94, the “temporary” category also included “provisional” and “emergency” credential.

²In 1993–94, rather than including an “other” category, the survey asked about “alternative” and “advanced” credentials.

NOTE: Percentages may not add to 100 due to rounding. Row n’s may not add to total n’s because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 and 1993–94.

Table A50—Standard errors for table 53: Percentage distribution of public school teachers of grades 9 through 12 according to age in current school year and age when began teaching, by teaching assignment: 1990–91 and 1993–94

Teaching assignment	Age in current year				Age began teaching				
	Less than 30 years	30–39 years	40–49 years	50 years or more	25 years or less	26–35 years	36–45 years	46–55 years	More than 55 years
1990–91									
Total	11.0	26.9	41.1	21.0	69.8	22.9	6.0	1.1	0.1
S.E.	0.34	0.37	0.47	0.45	0.43	0.37	0.21	0.10	0.03
Unweighted n	23,650	23,650	23,650	23,650	23,650	23,650	23,650	23,650	23,650
Weighted n (in 1000s)	861	861	861	861	861	861	861	861	861
Vocational education	8.4	24.8	39.6	27.2	62.6	25.4	9.9	1.9	0.3
S.E.	0.60	0.72	0.93	0.92	1.24	0.96	0.67	0.28	0.10
Unweighted n	4,384	4,384	4,384	4,384	4,384	4,384	4,384	4,384	4,384
Weighted n (in 1000s)	146	146	146	146	146	146	146	146	146
Academic education	11.5	26.1	42.1	20.3	72.2	21.9	5.0	0.8	0.1
S.E.	0.41	0.48	0.58	0.55	0.50	0.45	0.23	0.09	0.03
Unweighted n	16,791	16,791	16,791	16,791	16,791	16,791	16,791	16,791	16,791
Weighted n (in 1000s)	627	627	627	627	627	627	627	627	627
Special education	12.2	36.0	36.2	15.6	64.8	26.0	7.1	2.0	0.1
S.E.	0.91	1.51	1.28	1.10	1.66	1.49	0.79	0.39	0.07
Unweighted n	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475
Weighted n (in 1000s)	88	88	88	88	88	88	88	88	88
1993–94									
Total	9.8	21.6	40.8	27.8	61.0	29.7	7.6	1.5	0.2
S.E.	0.23	0.26	0.33	0.30	0.33	0.32	0.18	0.08	0.03
Unweighted n	22,552	22,552	22,552	22,552	22,552	22,552	22,552	22,552	22,552
Weighted n (in 1000s)	742	742	742	742	742	742	742	742	742
Vocational education	6.2	19.8	41.5	32.6	54.6	31.8	11.0	2.4	0.2
S.E.	0.40	0.77	0.79	0.81	0.83	0.68	0.71	0.32	0.08
Unweighted n	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687
Weighted n (in 1000s)	114	114	114	114	114	114	114	114	114
Academic education	10.6	21.3	40.7	27.5	63.0	29.1	6.5	1.3	0.1
S.E.	0.27	0.30	0.38	0.34	0.41	0.37	0.19	0.09	0.03
Unweighted n	16,626	16,626	16,626	16,626	16,626	16,626	16,626	16,626	16,626
Weighted n (in 1000s)	559	559	559	559	559	559	559	559	559
Special education	8.9	27.8	40.7	22.6	55.3	31.1	10.8	2.3	0.4
S.E.	0.56	1.01	1.12	1.09	0.89	0.93	0.71	0.32	0.17
Unweighted n	2,239	2,239	2,239	2,239	2,239	2,239	2,239	2,239	2,239
Weighted n (in 1000s)	69	69	69	69	69	69	69	69	69

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 and 1993–94.

Table A51—Standard errors for table 54: Percentage distribution of public school teachers of grades 9 through 12 according to sex, by teaching assignment: 1990–91 and 1993–94

Teaching assignment	1990–91		1993–94	
	Male	Female	Male	Female
Total	48.6	51.4	48.4	51.6
S.E.	0.49	0.49	0.41	0.41
Unweighted n	23,650	23,650	22,552	22,552
Weighted n (in 1000s)	861	861	742	742
Vocational education	51.7	48.3	52.1	47.9
S.E.	1.11	1.11	0.96	0.96
Unweighted n	4,384	4,384	3,687	3,687
Weighted n (in 1000s)	146	146	114	114
Academic education	50.8	49.2	50.1	49.9
S.E.	0.60	0.60	0.42	0.42
Unweighted n	16,791	16,791	16,626	16,626
Weighted n (in 1000s)	627	627	559	559
Special education	28.3	71.7	27.7	72.3
S.E.	1.12	1.12	0.95	0.95
Unweighted n	2,475	2,475	2,239	2,239
Weighted n (in 1000s)	88	88	69	69

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 and 1993–94.

Table A52—Standard errors for table 55: Percentage distribution of public school teachers of grades 9 through 12 according to race–ethnicity, by teaching assignment: 1990–91 and 1993–94

Teaching assignment	1990–91					1993–94				
	White, non- Hispanic	Black, non- Hispanic	His- panic	Asian/ Pacific Islander	American Indian/ Alaskan Native	White, non- Hispanic	Black, non- Hispanic	His- panic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Total	89.1	6.6	2.8	0.8	0.7	89.1	5.8	3.4	0.9	0.7
S.E.	0.41	0.42	0.18	0.06	0.06	0.36	0.23	0.23	0.07	0.06
Unweighted n	23,650	23,650	23,650	23,650	23,650	22,552	22,552	22,552	22,552	22,552
Weighted n (in 1000s)	861	861	861	861	861	742	742	742	742	742
Vocational education	87.8	8.7	2.0	0.7	0.9	88.7	7.2	2.6	0.8	0.7
S.E.	0.63	0.53	0.35	0.08	0.23	0.67	0.46	0.39	0.12	0.10
Unweighted n	4,384	4,384	4,384	4,384	4,384	3,687	3,687	3,687	3,687	3,687
Weighted n (in 1000s)	146	146	146	146	146	114	114	114	114	114
Academic education	89.6	5.8	3.1	0.9	0.6	89.4	5.3	3.6	0.9	0.7
S.E.	0.53	0.58	0.23	0.07	0.07	0.37	0.25	0.25	0.08	0.07
Unweighted n	16,791	16,791	16,791	16,791	16,791	16,626	16,626	16,626	16,626	16,626
Weighted n (in 1000s)	627	627	627	627	627	559	559	559	559	559
Special education	88.3	8.4	1.7	0.7	0.9	87.4	7.7	3.1	0.8	1.0
S.E.	0.65	0.57	0.27	0.12	0.18	0.82	0.61	0.51	0.16	0.24
Unweighted n	2,475	2,475	2,475	2,475	2,475	2,239	2,239	2,239	2,239	2,239
Weighted n (in 1000s)	88	88	88	88	88	69	69	69	69	69

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 and 1993–94.

Table A53—Standard errors for table 56: Percentage of public school teachers of grades 9 through 12 who reported participating in various professional development activities, by teaching assignment and vocational teachers by school type: 1993–94

Teaching assignment and vocational teachers by school type	Professional development activities										
	None	All	Teaching induction program	District-sponsored workshops	School-sponsored workshops	Extension/adult education courses	College courses in subject field	Professional development association activities	Curriculum integration committee	Other curriculum committee	Books/materials committee
Total	3.8	1.9	25.9	84.2	78.4	25.6	24.4	52.2	23.6	38.6	29.6
S.E.	0.15	0.11	0.35	0.28	0.33	0.39	0.28	0.35	0.32	0.36	0.32
Unweighted n	22,552	22,552	22,552	22,552	22,552	22,552	22,552	22,552	22,552	22,552	22,552
Weighted n (in 1000s)	742	742	742	742	742	742	742	742	742	742	742
Teaching assignment											
Vocational education	3.6	2.9	25.9	82.3	77.9	30.4	24.4	57.9	43.2	37.2	26.9
S.E.	0.27	0.32	0.89	0.65	0.64	0.87	0.76	0.81	0.94	0.85	0.86
Unweighted n	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687
Weighted n (in 1000s)	114	114	114	114	114	114	114	114	114	114	114
Academic education	3.9	1.8	25.8	84.3	78.1	24.7	23.8	51.5	19.4	40.2	32.1
S.E.	0.17	0.11	0.39	0.33	0.36	0.41	0.29	0.43	0.35	0.43	0.37
Unweighted n	16,626	16,626	16,626	16,626	16,626	16,626	16,626	16,626	16,626	16,626	16,626
Weighted n (in 1000s)	559	559	559	559	559	559	559	559	559	559	559
Special education	2.9	1.4	26.0	86.3	81.9	25.0	28.8	47.9	24.6	28.5	14.1
S.E.	0.41	0.3	1.09	0.92	0.73	0.94	1.03	0.84	0.99	1.27	0.96
Unweighted n	2,239	2,239	2,239	2,239	2,239	2,239	2,239	2,239	2,239	2,239	2,239
Weighted n (in 1000s)	69	69	69	69	69	69	69	69	69	69	69
Vocational teachers by school type											
Comprehensive high school	3.6	2.8	24.4	83.8	77.9	29.2	24.1	57.8	43.0	37.6	27.4
S.E.	0.31	0.34	0.94	0.62	0.73	0.91	0.8	0.95	1.01	0.87	0.97
Unweighted n	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130
Weighted n (in 1000s)	98	98	98	98	98	98	98	98	98	98	98
Vocational high school	3.4	2.7	36.0	69.2	76.2	41.2	27.7	58.1	43.7	33.9	24.5
S.E.	0.8	0.71	3.19	3.22	2.36	2.96	2.13	2.62	3.78	2.45	2.27
Unweighted n	376	376	376	376	376	376	376	376	376	376	376
Weighted n (in 1000s)	11	11	11	11	11	11	11	11	11	11	11
Other	4.6	5.1	34.1	81.3	82.1	31.6	24.1	59.3	45.9	36.9	22.2
S.E.	1.4	2.11	3.14	3.01	2.78	5.22	3.96	4.5	4.76	4.43	3.83
Unweighted n	181	181	181	181	181	181	181	181	181	181	181
Weighted n (in 1000s)	5	5	5	5	5	5	5	5	5	5	5

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table A54—Standard errors for table 57: Percentage of public school teachers of grades 9 through 12 who reported participating in inservice/professional development activities focusing on various topics, by teaching assignment and vocational teachers by school type: 1993–94

Teaching assignment and vocational teachers by school type	Inservice/professional development activities						
	None	All	Uses of educational technology	Methods of teaching in subject field	In-depth study in subject field	Student assessment	Cooperative learning in class
Total	14.5	8.6	51.1	54.2	27.4	45.0	48.1
S.E.	0.30	0.17	0.45	0.43	0.27	0.47	0.49
Unweighted n	22,552	22,552	22,552	22,552	22,552	22,552	22,552
Weighted n (in 1000s)	742	742	742	742	742	742	742
Teaching assignment							
Vocational education	14.4	10.5	58.0	49.0	31.1	43.5	47.6
S.E.	0.61	0.63	0.92	0.91	0.84	0.96	0.93
Unweighted n	3,687	3,687	3,687	3,687	3,687	3,687	3,687
Weighted n (in 1000s)	114	114	114	114	114	114	114
Academic education	14.7	7.9	50.4	54.7	26.0	44.9	47.8
S.E.	0.31	0.19	0.52	0.49	0.30	0.48	0.49
Unweighted n	16,626	16,626	16,626	16,626	16,626	16,626	16,626
Weighted n (in 1000s)	559	559	559	559	559	559	559
Special education	13.0	10.8	45.0	59.2	32.0	48.1	51.0
S.E.	0.95	0.91	1.39	1.17	1.23	1.16	1.37
Unweighted n	2,239	2,239	2,239	2,239	2,239	2,239	2,239
Weighted n (in 1000s)	69	69	69	69	69	69	69
Vocational teachers by school type							
Comprehensive high school	14.0	10.6	59.2	48.3	30.4	43.2	48.0
S.E.	0.62	0.71	1.07	1.04	0.91	1.03	0.98
Unweighted n	3,130	3,130	3,130	3,130	3,130	3,130	3,130
Weighted n (in 1000s)	98	98	98	98	98	98	98
Vocational high school	17.9	10.0	48.1	51.0	38.8	43.9	43.2
S.E.	2.38	1.86	2.51	2.21	2.50	2.65	2.58
Unweighted n	376	376	376	376	376	376	376
Weighted n (in 1000s)	11	11	11	11	11	11	11
Other	13.9	10.1	54.5	57.5	28.4	49.2	49.7
S.E.	2.37	2.66	3.95	3.53	3.54	4.07	4.18
Unweighted n	181	181	181	181	181	181	181
Weighted n (in 1000s)	5	5	5	5	5	5	5

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table A55—Standard errors for table 58: Percentage of public school teachers of grades 9 through 12 who agreed with various statements about the impact of professional development activities, by teaching assignment: 1993–94

Teaching assignment	Had some impact	Provided new information	Changed views on teaching	Caused to change teaching practices	Caused to seek information/training	Was a waste of time
Total	96.2	83.5	38.4	59.0	58.7	13.7
S.E.	0.16	0.33	0.45	0.39	0.39	0.33
Unweighted n	19,292	19,292	19,292	19,292	19,292	19,292
Weighted n (in 1000s)	634	634	634	634	634	634
Vocational education	96.2	86.1	38.5	58.3	60.4	11.1
S.E.	0.32	0.75	1.07	1.10	0.78	0.72
Unweighted n	3,159	3,159	3,159	3,159	3,159	3,159
Weighted n (in 1000s)	97	97	97	97	97	97
Academic education	96.1	82.9	38.6	59.1	57.9	14.5
S.E.	0.20	0.37	0.51	0.48	0.48	0.45
Unweighted n	14,183	14,183	14,183	14,183	14,183	14,183
Weighted n (in 1000s)	477	477	477	477	477	477
Special education	96.8	84.3	36.4	59.4	62.5	11.2
S.E.	0.39	0.88	1.24	1.17	1.18	0.89
Unweighted n	1,950	1,950	1,950	1,950	1,950	1,950
Weighted n (in 1000s)	60	60	60	60	60	60

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table A56—Standard errors for table 59: Percentage of public school teachers of grades 9 through 12 who reported receiving various types of support for inservice/professional development activities, by teaching assignment: 1993–94

Teaching assignment	Types of support						
	None	All	Release time	Scheduled time	Travel and/or per diem	Tuition and/or fees	Professional growth credits
Total	27.2	3.1	43.2	35.2	27.7	20.5	28.8
S.E.	0.37	0.14	0.41	0.45	0.34	0.33	0.37
Unweighted n	22,552	22,552	22,552	22,552	22,552	22,552	22,552
Weighted n (in 1000s)	742	742	742	742	742	742	742
Vocational education	24.9	3.3	42.8	34.8	37.3	21.3	32.2
S.E.	0.92	0.28	1.23	0.76	0.91	0.77	0.86
Unweighted n	3,687	3,687	3,687	3,687	3,687	3,687	3,687
Weighted n (in 1000s)	114	114	114	114	114	114	114
Academic education	28.4	2.9	42.5	34.6	26.4	20.1	27.8
S.E.	0.41	0.16	0.48	0.52	0.43	0.39	0.46
Unweighted n	16,626	16,626	16,626	16,626	16,626	16,626	16,626
Weighted n (in 1000s)	559	559	559	559	559	559	559
Special education	21.2	4.1	49.7	40.2	22.6	22.9	31.1
S.E.	1.09	0.42	1.21	1.11	1.00	1.10	1.09
Unweighted n	2,239	2,239	2,239	2,239	2,239	2,239	2,239
Weighted n (in 1000s)	69	69	69	69	69	69	69

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table A57—Standard errors for table 60: Percentage distribution of public school teachers of grades 9 through 12 according to age when began teaching and highest educational degree, by teaching assignment and vocational teachers by school type: 1993–94—Continued

	Age began teaching					Highest educational degree				
	25 years or less	26–35 years	36–45 years	46–55 years	More than 55 years	Less than bachelor's	Bachelor's	Master's	Educational specialist	Doctorate or first-professional
Other	46.5	37.8	14.5	0.9	0.3	10.9	39.5	43.5	5.3	0.8
S.E.	4.60	3.82	3.25	0.38	0.14	3.29	3.77	4.56	1.88	0.35
Unweighted n	181	181	181	181	181	181	181	181	181	181
Weighted n (in 1000s)	5	5	5	5	5	5	5	5	5	5

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table A58—Standard errors for table 61: Percentage distribution of 1982 public high school graduates according to their enrollment status in postsecondary institutions by 1984, by curriculum specialization and hours worked per week in high school

Curriculum specialization and hours worked	Never enrolled	Enrolled
Total	42.7	57.3
S.E.	0.85	0.85
Unweighted n	5,984	5,984
Weighted n (in 1000s)	2,097	2,097
Curriculum specialization in high school		
College preparatory only	4.4	95.6
S.E.	0.96	0.96
Unweighted n	565	565
Weighted n (in 1000s)	176	176
Vocational concentrators total*	58.5	41.5
S.E.	1.38	1.38
Unweighted n	1,919	1,919
Weighted n (in 1000s)	724	724
Vocational concentration only	59.3	40.8
S.E.	1.38	1.38
Unweighted n	1,871	1,871
Weighted n (in 1000s)	712	712
Both vocational concentration and college preparatory	14.1	85.9
S.E.	6.89	6.89
Unweighted n	48	48
Weighted n (in 1000s)	12	12
Other/general	38.8	61.2
S.E.	1.06	1.06
Unweighted n	3,500	3,500
Weighted n (in 1000s)	1,197	1,197
Hours worked per week in high school		
None	38.1	61.9
S.E.	1.50	1.50
Unweighted n	1,782	1,782
Weighted n (in 1000s)	591	591
1–14	38.1	61.9
S.E.	1.46	1.46
Unweighted n	1,667	1,667
Weighted n (in 1000s)	604	604

Table A58—Standard errors for table 61: Percentage distribution of 1982 public high school graduates according to their enrollment status in postsecondary institutions by 1984, by curriculum specialization and hours worked per week in high school—Continued

Curriculum specialization and hours worked	Never enrolled	Enrolled
15–34	46.1	53.9
S.E.	1.39	1.39
Unweighted n	1,890	1,890
Weighted n (in 1000s)	666	666
35 or more	58.2	41.8
S.E.	2.99	2.99
Unweighted n	376	376
Weighted n (in 1000s)	136	136

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Second Follow-up Survey.

Table A59—Standard errors for table 62: Percentage distribution of 1992 public high school graduates according to their enrollment status in post-secondary institutions by 1994, and of those enrolled, percentage distribution according to type of first institution, by curriculum specialization in high school

Curriculum specialization	Enrollment status		Of those enrolled, type of first institution					
	Never enrolled	Enrolled	Public	Private,	Public	Private,	Public	Private,
			4-year	not-for-profit 4-year	2-year	not-for-profit 2-year	vocational- technical	for-profit
Total	27.0	73.0	39.3	17.3	36.7	0.3	1.6	4.8
S.E.	1.00	1.00	1.23	0.94	1.40	0.08	0.35	0.71
Unweighted n	8,232	8,232	6,110	6,110	6,110	6,110	6,110	6,110
Weighted n (in 1000s)	1,995	1,995	1,456	1,456	1,456	1,456	1,456	1,456
College preparatory only	6.8	93.2	52.3	26.4	18.7	0.0	1.5	1.0
S.E.	0.92	0.92	2.05	1.77	2.12	0.03	0.69	0.23
Unweighted n	2,522	2,522	2,366	2,366	2,366	2,366	2,366	2,366
Weighted n (in 1000s)	610	610	569	569	569	569	569	569
Vocational concentrators total*	45.3	54.7	30.5	8.5	49.9	1.0	1.9	8.3
S.E.	1.90	1.90	1.87	1.03	2.20	0.29	0.46	1.39
Unweighted n	2,056	2,056	1,189	1,189	1,189	1,189	1,189	1,189
Weighted n (in 1000s)	490	490	268	268	268	268	268	268
Vocational concentration only	51.2	48.8	21.8	6.3	58.4	1.2	1.8	10.5
S.E.	2.02	2.02	1.92	0.97	2.43	0.37	0.50	1.75
Unweighted n	1,754	1,754	919	919	919	919	919	919
Weighted n (in 1000s)	421	421	206	206	206	206	206	206
Both vocational concentration and college preparatory	9.4	90.6	58.8	15.7	21.9	0.3	2.2	1.2
S.E.	2.17	2.17	4.20	2.89	3.14	0.31	1.05	0.96
Unweighted n	302	302	270	270	270	270	270	270
Weighted n (in 1000s)	69	69	63	63	63	63	63	63

Table A59—Standard errors for table 62: Percentage distribution of 1992 public high school graduates according to their enrollment status in post-secondary institutions by 1994, and of those enrolled, percentage distribution according to type of first institution, by curriculum specialization in high school—Continued

Curriculum specialization	Enrollment status		Of those enrolled, type of first institution					
	Never enrolled	Enrolled	Public	Private,	Public	Private,	Public	Private,
			4-year	not-for-profit 4-year	2-year	not-for-profit 2-year	vocational– technical	for-profit
Other/general	30.9	69.1	31.2	12.8	47.4	0.3	1.6	6.8
S.E.	1.54	1.54	1.70	1.11	2.14	0.09	0.46	1.51
Unweighted n	3,654	3,654	2,555	2,555	2,555	2,555	2,555	2,555
Weighted n (in 1000s)	895	895	619	619	619	619	619	619

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 may be nonzero but less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Third Follow-up and High School Transcript Study.

Table A60—Standard errors for table 63: Percentage distribution of 1982 public high school graduates enrolled in postsecondary institutions by 1984 according to type of institution, by curriculum specialization and hours worked per week in high school

Curriculum specialization and hours worked	Public 4-year	Private, not-for-profit 4-year	Public 2-year	Private, not-for-profit 2-year	Public vocational-technical	Private, for-profit
Total	38.8	15.3	37.1	1.9	1.8	5.1
S.E.	1.10	0.78	1.14	0.30	0.31	0.49
Unweighted n	3,807	3,807	3,807	3,807	3,807	3,807
Weighted n (in 1000s)	1,356	1,356	1,356	1,356	1,356	1,356
Curriculum specialization in high school						
College preparatory only	53.0	25.1	18.2	1.4	0.3	2.0
S.E.	2.67	2.19	2.22	0.65	0.28	0.94
Unweighted n	548	548	548	548	548	548
Weighted n (in 1000s)	188	188	188	188	188	188
Vocational concentrators total*	27.4	9.9	48.3	3.0	3.3	8.1
S.E.	1.85	1.24	2.10	0.81	0.78	1.20
Unweighted n	914	914	914	914	914	914
Weighted n (in 1000s)	339	339	339	339	339	339
Vocational concentration only	27.6	8.9	48.8	3.1	3.4	8.2
S.E.	1.89	1.23	2.15	0.84	0.81	1.24
Unweighted n	870	870	870	870	870	870
Weighted n (in 1000s)	327	327	327	327	327	327
Both vocational concentration and college preparatory	22.6	38.1	33.0	0.0	0.0	6.3
S.E.	7.98	9.57	11.42	0.00	0.00	4.63
Unweighted n	44	44	44	44	44	44
Weighted n (in 1000s)	11	11	11	11	11	11
Other/general	40.3	15.3	36.8	1.6	1.5	4.6
S.E.	1.35	0.99	1.41	0.33	0.40	0.56
Unweighted n	2,345	2,345	2,345	2,345	2,345	2,345
Weighted n (in 1000s)	829	829	829	829	829	829

Table A60—Standard errors for table 63: Percentage distribution of 1982 public high school graduates enrolled in postsecondary institutions by 1984 according to type of institution, by curriculum specialization and hours worked per week in high school—Continued

Curriculum specialization and hours worked	Public 4-year	Private, not-for-profit 4-year	Public 2-year	Private, not-for-profit 2-year	Public vocational-technical	Private, not-for-profit
Hours worked per week in high school						
None	39.3	17.3	35.6	1.8	1.2	4.7
S.E.	1.81	1.30	1.82	0.49	0.41	0.91
Unweighted n	1,227	1,227	1,227	1,227	1,227	1,227
Weighted n (in 1000s)	419	419	419	419	419	419
1–14	42.2	17.5	32.3	1.9	1.6	4.4
S.E.	1.80	1.49	1.78	0.55	0.42	0.73
Unweighted n	1,133	1,133	1,133	1,133	1,133	1,133
Weighted n (in 1000s)	419	419	419	419	419	419
15–34	36.9	12.3	40.2	2.3	2.1	6.2
S.E.	1.79	1.27	1.90	0.54	0.58	0.91
Unweighted n	1,134	1,134	1,134	1,134	1,134	1,134
Weighted n (in 1000s)	401	401	401	401	401	401
35 or more	34.3	8.7	46.9	1.1	4.3	4.9
S.E.	4.30	2.91	4.52	0.83	1.92	1.87
Unweighted n	180	180	180	180	180	180
Weighted n (in 1000s)	64	64	64	64	64	64

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Second Follow-up Survey.

Table A61—Standard errors for table 64: Percentage distribution of 1992 public high school graduates enrolled in postsecondary education in 1994 according to their employment status and work orientation, by curriculum specialization in high school

Curriculum specialization	Not employed	Total	Employed	
			Work orientation	
			Primarily student, also employed	Primarily employed, also student
Total	69.4	30.6	13.6	17.1
S.E.	1.22	1.22	0.76	1.05
Unweighted n	6,000	6,000	6,000	6,000
Weighted n (in 1000s)	1,430	1,430	1,430	1,430
College preparatory only	83.1	16.9	9.4	7.6
S.E.	1.41	1.41	1.10	0.97
Unweighted n	2,359	2,359	2,359	2,359
Weighted n (in 1000s)	561	561	561	561
Vocational concentrators total*	56.0	44.0	17.9	26.1
S.E.	2.44	2.44	1.88	2.00
Unweighted n	1,160	1,160	1,160	1,160
Weighted n (in 1000s)	264	264	264	264
Vocational concentration only	48.9	51.1	20.0	31.1
S.E.	2.67	2.67	2.30	2.30
Unweighted n	882	882	882	882
Weighted n (in 1000s)	200	200	200	200
Both vocational concentration and college preparatory	78.2	21.8	11.3	10.4
S.E.	3.75	3.75	2.36	3.23
Unweighted n	278	278	278	278
Weighted n (in 1000s)	64	64	64	64
Other/general	62.5	37.5	15.6	22.0
S.E.	2.08	2.08	1.26	1.97
Unweighted n	2,481	2,481	2,481	2,481
Weighted n (in 1000s)	605	605	605	605

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Third Follow-up and High School Transcript Study.

Table A62—Standard errors for table 65: Percentage distribution of 1992 public high school graduates according to their education and employment status in 1994, by curriculum specialization in high school

Curriculum specialization	Education status		Education/employment status					Nonstudent, not in labor force
	Student	Nonstudent	Traditional student, not employed	Primarily student, also employed	Primarily employed, also student	Nonstudent, employed	Nonstudent, not employed	
Total	69.1	30.9	47.9	9.4	11.8	27.8	0.9	2.1
S.E.	1.01	1.01	1.09	0.54	0.75	0.98	0.21	0.28
Unweighted n	8,537	8,537	8,537	8,537	8,537	8,537	8,537	8,537
Weighted n (in 1000s)	2,068	2,068	2,068	2,068	2,068	2,068	2,068	2,068
College preparatory only	90.0	10.0	74.8	8.5	6.8	8.9	0.3	0.7
S.E.	1.24	1.24	1.64	1.00	0.88	1.23	0.10	0.21
Unweighted n	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574
Weighted n (in 1000s)	623	623	623	623	623	623	623	623
Vocational concentrators total*	51.8	48.2	29.0	9.3	13.5	44.8	0.8	2.6
S.E.	1.87	1.87	1.58	1.07	1.13	1.89	0.21	0.52
Unweighted n	2,152	2,152	2,152	2,152	2,152	2,152	2,152	2,152
Weighted n (in 1000s)	509	509	509	509	509	509	509	509
Vocational concentration only	45.7	54.3	22.3	9.2	14.2	50.4	0.9	3.0
S.E.	2.00	2.00	1.46	1.18	1.22	2.06	0.25	0.60
Unweighted n	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836
Weighted n (in 1000s)	438	438	438	438	438	438	438	438
Both vocational concentration and college preparatory	89.5	10.5	70.0	10.1	9.3	10.2	0.0	0.3
S.E.	2.19	2.19	3.81	2.11	2.90	2.19	0.00	0.26
Unweighted n	316	316	316	316	316	316	316	316
Weighted n (in 1000s)	72	72	72	72	72	72	72	72
Other/general	64.6	35.4	40.4	10.1	14.2	31.2	1.5	2.8
S.E.	1.54	1.54	1.59	0.83	1.36	1.45	0.45	0.54
Unweighted n	3,811	3,811	3,811	3,811	3,811	3,811	3,811	3,811
Weighted n (in 1000s)	936	936	936	936	936	936	936	936

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Third Follow-up and High School Transcript Study.

Table A63—Standard errors for table 66: Percentage distribution of 1992 public high school graduates according to their postsecondary enrollment and attainment status by 1994, by curriculum specialization in high school

Curriculum specialization	Enrollment status		Attainment of all high school graduates					Attainment of those enrolled by 1994			
	Never enrolled	Enrolled	No degree		Degree or certificate			Certificate or degree			
			Never enrolled	Enrolled	Total	Certificate	Associate's degree	No degree	Total	Certificate	Associate's degree
Total	26.1	73.9	26.1	67.9	6.1	5.9	0.2	91.8	8.2	7.9	0.3
S.E.	0.97	0.97	0.97	0.99	0.44	0.44	0.04	0.59	0.59	0.59	0.06
Unweighted n	8,550	8,550	8,550	8,550	8,550	8,550	8,550	6,429	6,429	6,429	6,429
Weighted n (in 1000s)	2,070	2,070	2,070	2,070	2,070	2,070	2,070	1,531	1,531	1,531	1,531
College preparatory only	6.6	93.4	6.6	87.8	5.6	5.4	0.2	94.0	6.0	5.8	0.2
S.E.	0.91	0.91	0.91	1.22	0.87	0.87	0.06	0.93	0.93	0.93	0.07
Unweighted n	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,418	2,418	2,418	2,418
Weighted n (in 1000s)	621	621	621	621	621	621	621	580	580	580	580
Vocational concentrators total*	43.4	56.6	43.4	50.1	6.5	6.4	0.2	88.5	11.6	11.2	0.3
S.E.	1.85	1.85	1.85	1.76	0.99	0.99	0.08	1.66	1.66	1.66	0.14
Unweighted n	2,157	2,157	2,157	2,157	2,157	2,157	2,157	1,290	1,290	1,290	1,290
Weighted n (in 1000s)	511	511	511	511	511	511	511	289	289	289	289
Vocational concentration only	49.0	51.0	49.0	44.3	6.7	6.5	0.2	86.9	13.1	12.8	0.3
S.E.	1.99	1.99	1.99	1.97	1.15	1.15	0.08	2.16	2.16	2.16	0.16
Unweighted n	1,841	1,841	1,841	1,841	1,841	1,841	1,841	1,006	1,006	1,006	1,006
Weighted n (in 1000s)	439	439	439	439	439	439	439	224	224	224	224
Both vocational concentration and college preparatory	9.1	90.9	9.1	85.2	5.7	5.4	0.3	93.8	6.3	5.9	0.4
S.E.	2.10	2.10	2.10	2.53	1.40	1.38	0.28	1.55	1.55	1.52	0.31
Unweighted n	316	316	316	316	316	316	316	284	284	284	284
Weighted n (in 1000s)	72	72	72	72	72	72	72	65	65	65	65
Other/general	29.5	70.5	29.5	64.4	6.1	5.9	0.2	91.4	8.6	8.3	0.3
S.E.	1.49	1.49	1.49	1.51	0.58	0.58	0.07	0.82	0.82	0.81	0.11
Unweighted n	3,820	3,820	3,820	3,820	3,820	3,820	3,820	2,721	2,721	2,721	2,721
Weighted n (in 1000s)	938	938	938	938	938	938	938	661	661	661	661

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Third Follow-up and High School Transcript Study.

Table A64—Standard errors for table 67: Percentage distribution of 1982 public high school graduates according to their postsecondary attainment by 1984, by curriculum specialization and hours worked per week in high school

Curriculum specialization and hours worked	No degree	Certificate or degree		
		Total	Certificate	Associate's degree
Total	89.9	10.1	5.0	5.1
S.E.	0.58	0.58	0.43	0.41
Unweighted n	4,234	4,234	4,234	4,234
Weighted n (in 1000s)	1,528	1,528	1,528	1,528
Curriculum specialization in high school				
College preparatory only	96.2	3.8	0.6	3.1
S.E.	0.95	0.95	0.40	0.87
Unweighted n	563	563	563	563
Weighted n (in 1000s)	192	192	192	192
Vocational concentrators total*	85.8	14.2	7.8	6.5
S.E.	1.34	1.34	0.99	0.92
Unweighted n	1,065	1,065	1,065	1,065
Weighted n (in 1000s)	406	406	406	406
Vocational concentration only	85.5	14.5	7.8	6.7
S.E.	1.37	1.37	1.01	0.94
Unweighted n	1,017	1,017	1,017	1,017
Weighted n (in 1000s)	394	394	394	394
Both vocational concentration and college preparatory	94.1	5.9	5.9	0.0
S.E.	4.35	4.35	4.35	0.00
Unweighted n	48	48	48	48
Weighted n (in 1000s)	12	12	12	12
Other/general	90.4	9.6	4.7	4.9
S.E.	0.76	0.76	0.57	0.53
Unweighted n	2,606	2,606	2,606	2,606
Weighted n (in 1000s)	930	930	930	930
Hours worked per week in high school				
None	91.1	8.9	3.5	5.4
S.E.	0.96	0.96	0.66	0.72
Unweighted n	1,353	1,353	1,353	1,353
Weighted n (in 1000s)	466	466	466	466
1–14	89.5	10.5	5.3	5.2
S.E.	1.07	1.07	0.75	0.81
Unweighted n	1,231	1,231	1,231	1,231
Weighted n (in 1000s)	459	459	459	459

Table A64—Standard errors for table 67: Percentage distribution of 1982 public high school graduates according to their postsecondary attainment by 1984, by curriculum specialization and hours worked per week in high school—Continued

Curriculum specialization and hours worked	No degree	Certificate or degree		
		Total	Certificate	Associate's degree
15–34	88.7	11.3	5.9	5.4
S.E.	1.03	1.03	0.77	0.75
Unweighted n	1,281	1,281	1,281	1,281
Weighted n (in 1000s)	464	464	464	464
35 or more	91.7	8.3	5.3	3.0
S.E.	2.30	2.30	1.73	1.49
Unweighted n	209	209	209	209
Weighted n (in 1000s)	75	75	75	75

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Second Follow-up Survey.

Table A65—Standard errors for table 68: Percentage distribution of 1982 public high school graduates according to their postsecondary enrollment and attainment status by 1992, by curriculum specialization in high school

Curriculum specialization	Enrollment status		Attainment of all high school graduates							Attainment of those enrolled				
			No degree		Certificate or degree			Certificate or degree			Less than a bachelor's		Bachelor's	
	Never enrolled	Enrolled			Total	Less than a bachelor's		Bachelor's or higher	Total	Total				
			Never enrolled	Enrolled		Total	Certificate				Associate's	Certificate	Associate's	Bachelor's or higher
Total	32.1	67.9	32.1	29.7	38.2	12.4	5.7	6.7	25.9	56.3	18.2	8.3	9.9	38.1
S.E.	0.76	0.76	0.76	0.72	0.81	0.49	0.37	0.34	0.73	0.98	0.69	0.53	0.49	0.96
Unweighted n	6,787	6,787	6,787	6,787	6,787	6,787	6,787	6,787	6,787	4,872	4,872	4,872	4,872	4,872
Weighted n (in 1000s)	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	1,598	1,598	1,598	1,598	1,598
College preparatory only	3.5	96.6	3.5	22.2	74.3	7.8	2.2	5.6	66.6	77.0	8.1	2.3	5.8	68.9
S.E.	0.85	0.85	0.85	2.25	2.41	1.46	0.85	1.26	2.70	2.34	1.51	0.88	1.30	2.69
Unweighted n	627	627	627	627	627	627	627	627	627	604	604	604	604	604
Weighted n (in 1000s)	196	196	196	196	196	196	196	196	196	189	189	189	189	189
Vocational concentrators total*	45.7	54.3	45.7	28.5	25.8	13.9	7.1	6.8	11.9	47.6	25.6	13.0	12.6	21.9
S.E.	1.32	1.32	1.32	1.15	1.15	0.91	0.68	0.61	0.83	1.73	1.52	1.17	1.10	1.43
Unweighted n	2,131	2,131	2,131	2,131	2,131	2,131	2,131	2,131	2,131	1,246	1,246	1,246	1,246	1,246
Weighted n (in 1000s)	793	793	793	793	793	793	793	793	793	430	430	430	430	430
Vocational concentration only	46.4	53.6	46.4	28.7	25.0	13.9	7.1	6.8	11.1	46.6	25.9	13.3	12.7	20.7
S.E.	1.33	1.33	1.33	1.17	1.15	0.92	0.69	0.62	0.82	1.77	1.55	1.20	1.12	1.44
Unweighted n	2,077	2,077	2,077	2,077	2,077	2,077	2,077	2,077	2,077	1,194	1,194	1,194	1,194	1,194
Weighted n (in 1000s)	780	780	780	780	780	780	780	780	780	418	418	418	418	418
Both vocational concentration and college preparatory	7.8	92.2	7.8	17.7	74.5	13.9	4.9	8.9	60.6	80.8	15.0	5.4	9.7	65.7
S.E.	5.26	5.26	5.26	5.79	7.66	5.89	3.50	5.07	8.54	6.33	6.33	3.77	5.48	8.11
Unweighted n	54	54	54	54	54	54	54	54	54	52	52	52	52	52
Weighted n (in 1000s)	13	13	13	13	13	13	13	13	13	12	12	12	12	12

Table A65—Standard errors for table 68: Percentage distribution of 1982 public high school graduates according to their postsecondary enrollment and attainment status by 1992, by curriculum specialization in high school—Continued

Curriculum specialization	Enrollment status		Attainment of all high school graduates							Attainment of those enrolled				
			No degree		Certificate or degree			Certificate or degree			Less than a bachelor's		Bach- elor's	
	Less than a bachelor's				Bach- elor's	Less than a bachelor's		Bach- elor's						
	Never enrolled	Enrolled	Never enrolled	Enrolled		Total	Total		Certi- ficate	Asso- ciate's	Total	Total	Certi- ficate	Asso- ciate's
Other/general	28.3	71.7	28.3	31.5	40.2	12.1	5.3	6.8	28.1	56.1	16.9	7.4	9.5	39.2
S.E.	0.93	0.93	0.93	0.95	1.02	0.61	0.45	0.45	0.95	1.21	0.83	0.62	0.63	1.19
Unweighted n	4,029	4,029	4,029	4,029	4,029	4,029	4,029	4,029	4,029	3,022	3,022	3,022	3,022	3,022
Weighted n (in 1000s)	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	979	979	979	979	979

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A66—Standard errors for table 69: Percentage distribution of 1982 public high school graduates who subsequently enrolled according to the timing of their first postsecondary enrollment, by curriculum specialization in high school

Curriculum specialization	Annual enrollments												
	Within 1 year	Within 1–2 years	Within 2–3 years	Within 3–4 years	Within 4–5 years	Within 5–6 years	Within 6–7 years	Within 7–8 years	Within 8–9 years	After 9 years	Within 1–3 years	Within 1–5 years	After 5 years
Total	83.1	6.0	3.1	1.7	1.3	0.9	1.0	1.2	0.7	1.0	92.2	96.1	3.9
S.E.	0.77	0.45	0.40	0.28	0.27	0.17	0.19	0.26	0.17	0.21	0.56	0.40	0.40
Unweighted n	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,205
Weighted n (in 1000s)	1,518	1,518	1,518	1,518	1,518	1,518	1,518	1,518	1,518	1,518	1,518	1,518	1,518
College preparatory only	94.3	4.3	1.0	0.2	0.0	0.0	0.1	0.0	0.1	0.0	99.6	99.9	0.2
S.E.	1.34	1.12	0.76	0.13	0.00	0.02	0.07	0.00	0.09	0.00	0.17	0.11	0.11
Unweighted n	562	562	562	562	562	562	562	562	562	562	562	562	562
Weighted n (in 1000s)	192	192	192	192	192	192	192	192	192	192	192	192	192
Vocational concentrators total*	74.4	7.6	5.2	2.9	2.3	1.6	1.0	1.9	1.8	1.4	87.2	93.9	6.1
S.E.	1.85	1.00	1.05	0.84	0.75	0.43	0.36	0.47	0.56	0.51	1.46	0.95	0.95
Unweighted n	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059
Weighted n (in 1000s)	404	404	404	404	404	404	404	404	404	404	404	404	404
Vocational concentration only	74.0	7.7	5.4	3.0	2.4	1.6	0.9	2.0	1.8	1.4	87.0	93.9	6.1
S.E.	1.90	1.03	1.08	0.86	0.77	0.44	0.35	0.48	0.57	0.53	1.49	0.97	0.97
Unweighted n	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011
Weighted n (in 1000s)	392	392	392	392	392	392	392	392	392	392	392	392	392
Both vocational concentration and college preparatory	88.8	5.3	0.0	0.4	0.0	1.3	4.3	0.0	0.0	0.0	94.1	95.7	4.3
S.E.	6.12	4.33	0.00	0.37	0.00	1.27	4.21	0.00	0.00	0.00	4.42	4.21	4.21
Unweighted n	48	48	48	48	48	48	48	48	48	48	48	48	48
Weighted n (in 1000s)	12	12	12	12	12	12	12	12	12	12	12	12	12
Other/general	84.5	5.7	2.6	1.6	1.1	0.9	1.1	1.1	0.4	1.1	92.8	96.4	3.7
S.E.	0.93	0.58	0.37	0.29	0.31	0.22	0.26	0.37	0.14	0.26	0.69	0.53	0.53
Unweighted n	2,584	2,584	2,584	2,584	2,584	2,584	2,584	2,584	2,584	2,584	2,584	2,584	2,584
Weighted n (in 1000s)	923	923	923	923	923	923	923	923	923	923	923	923	923

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Within 1 year indicates the percentage of 1992 high school graduates who enrolled in their first postsecondary institution from June 1983 to May 1984. Similarly, within 1–2 years suggests that the graduates enrolled in their first institution from June 1984 to May 1985. Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A67—Standard errors for table 70: Percentage distribution of 1982 public high school vocational concentrator graduates according to their postsecondary enrollment and attainment status by 1992, by program area of high school vocational concentration

Vocational concentration program area ¹	Attainment of all high school graduates										Attainment of those enrolled				
	Enrollment status		No degree			Certificate or degree					Certificate or degree				
						Less than a bachelor's		Bachelor's	Less than a bachelor's		Asso- ciate's	Bachelor's			
	Never enrolled	Ever enrolled	Never enrolled	Enrolled	Total	Total	Certificate		ciate's	or higher			Total	Total	Certificate
Total	32.1	67.9	32.1	29.7	38.2	12.4	5.7	6.7	25.9	56.3	18.2	8.3	9.9	38.1	
S.E.	0.76	0.76	0.76	0.72	0.81	0.49	0.37	0.34	0.73	0.98	0.69	0.53	0.49	0.96	
Unweighted n	6,787	6,787	6,787	6,787	6,787	6,787	6,787	6,787	6,787	4,872	4,872	4,872	4,872	4,872	
Weighted n (in 1000s)	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	1,598	1,598	1,598	1,598	1,598	
No concentration	25.2	74.8	25.2	30.3	44.5	11.6	4.9	6.6	33.0	59.5	15.5	6.6	8.9	44.0	
S.E.	0.85	0.85	0.85	0.90	0.99	0.56	0.41	0.42	0.96	1.12	0.74	0.54	0.56	1.16	
Unweighted n	4,656	4,656	4,656	4,656	4,656	4,656	4,656	4,656	4,656	3,626	3,626	3,626	3,626	3,626	
Weighted n (in 1000s)	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,168	1,168	1,168	1,168	1,168	
Agriculture and renewable resources	49.4	50.6	49.4	24.7	25.9	12.2	7.3	4.9	13.7	51.2	24.1	14.4	9.7	27.1	
S.E.	4.55	4.55	4.55	3.78	3.99	2.60	2.11	1.81	3.11	6.22	4.83	4.01	3.53	5.37	
Unweighted n	167	167	167	167	167	167	167	167	167	86	86	86	86	86	
Weighted n (in 1000s)	70	70	70	70	70	70	70	70	70	35	35	35	35	35	
Business	36.3	63.8	36.3	32.0	31.7	18.3	8.1	10.1	13.5	49.8	28.6	12.7	15.9	21.1	
S.E.	2.01	2.01	2.01	2.05	1.90	1.69	1.29	1.24	1.40	2.67	2.50	1.97	1.88	2.16	
Unweighted n	755	755	755	755	755	755	755	755	755	504	504	504	504	504	
Weighted n (in 1000s)	275	275	275	275	275	275	275	275	275	175	175	175	175	175	
Marketing and distribution	36.2	63.8	36.2	40.0	23.8	6.8	1.4	5.4	17.0	37.3	10.6	2.2	8.5	26.7	
S.E.	5.37	5.37	5.37	5.38	4.86	2.53	1.35	2.27	4.60	6.80	3.59	3.95	2.09	6.63	
Unweighted n	111	111	111	111	111	111	111	111	111	67	67	67	67	67	
Weighted n (in 1000s)	40	40	40	40	40	40	40	40	40	25	25	25	25	25	
Health care	50.6	49.4	50.6	31.1	18.4	13.5	7.2	6.3	4.9	—	—	—	—	—	
S.E.	9.95	9.95	9.95	8.68	6.85	5.97	4.76	3.83	3.61	—	—	—	—	—	
Unweighted n	37	37	37	37	37	37	37	37	37	—	—	—	—	—	
Weighted n (in 1000s)	14	14	14	14	14	14	14	14	14	—	—	—	—	—	

Table A67—Standard errors for table 70: Percentage distribution of 1982 public high school vocational concentrator graduates according to their postsecondary enrollment and attainment status by 1992, by program area of high school vocational concentration—Continued

Vocational concentration program area ¹	Attainment of all high school graduates										Attainment of those enrolled				
	Enrollment status		No degree			Certificate or degree					Certificate or degree				
						Less than a bachelor's		Bachelor's or higher	Less than a bachelor's		Bachelor's or higher				
	Never enrolled	Ever enrolled	Never enrolled	Enrolled	Total	Total	Certificate		Asso- ciate's	Total		Total	Certificate	Asso- ciate's	Bachelor's or higher
Public and protective services	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
S.E.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Unweighted n	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Weighted n (in 1000s)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Trade and industry	52.9	47.1	52.9	25.0	22.1	11.6	6.9	4.8	10.5	46.9	24.7	14.6	10.1	22.3	
S.E.	1.94	1.94	1.94	1.71	1.60	1.24	0.91	0.84	1.24	2.84	2.46	1.86	1.75	2.46	
Unweighted n	918	918	918	918	918	918	918	918	918	490	490	490	490	490	
Weighted n (in 1000s)	341	341	341	341	341	341	341	341	341	161	161	161	161	161	
Technology and communications	18.8	81.2	18.8	37.1	44.1	15.5	2.2	13.3	28.7	54.3	19.0	2.7	16.3	35.3	
S.E.	6.94	6.94	6.94	8.28	9.44	6.38	1.59	6.24	8.91	10.00	7.63	1.96	7.49	10.19	
Unweighted n	39	39	39	39	39	39	39	39	39	32	32	32	32	32	
Weighted n (in 1000s)	12	12	12	12	12	12	12	12	12	10	10	10	10	10	
Occupational home economics ²	59.1	41.0	59.1	25.5	15.5	12.8	8.0	4.8	2.7	37.7	31.2	19.6	11.6	6.6	
S.E.	6.02	6.02	6.02	5.33	4.09	3.77	3.20	2.09	1.67	8.67	8.24	7.29	4.92	3.99	
Unweighted n	102	102	102	102	102	102	102	102	102	43	43	43	43	43	
Weighted n (in 1000s)	41	41	41	41	41	41	41	41	41	17	17	17	17	17	
Personal and other services	62.9	37.2	62.9	23.2	13.9	10.4	5.3	5.1	3.5	—	—	—	—	—	
S.E.	6.83	6.83	6.83	6.04	4.48	3.94	3.04	2.67	2.19	—	—	—	—	—	
Unweighted n	75	75	75	75	75	75	75	75	75	—	—	—	—	—	
Weighted n (in 1000s)	31	31	31	31	31	31	31	31	31	—	—	—	—	—	

Table A67—Standard errors for table 70: Percentage distribution of 1982 public high school vocational concentrator graduates according to their postsecondary enrollment and attainment status by 1992, by program area of high school vocational concentration—Continued

Vocational concentration program area ¹	Enrollment status		Attainment of all high school graduates							Attainment of those enrolled				
	Never enrolled	Ever enrolled	No degree		Total	Certificate or degree			Bachelor's or higher	Certificate or degree				
			Never enrolled	Enrolled		Less than a bachelor's	Asso- ciate's	Total		Total	Certificate	ciate's	Bachelor's or higher	
Food service and hospitality	—	—	—	—	—	—	—	—	—	—	—	—	—	—
S.E.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Child care and education	—	—	—	—	—	—	—	—	—	—	—	—	—	—
S.E.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—	—	—	—	—	—	—	—	—

—Too few sample observations for a reliable estimate.

¹Vocational concentrators earned 3 or more credits in a single vocational program area.

²Occupational home economics combines personal and other services, food service and hospitality, and child care and education.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A68—Standard errors for table 71: Percentage distribution of 1982 public high school graduates according to their postsecondary enrollment and attainment status by 1992, by selected student characteristics

Selected student characteristics	Enrollment status		Attainment of all high school graduates							Attainment of those enrolled				
			No degree		Certificate or degree					Certificate or degree				
	Never enrolled	Enrolled	Never enrolled	Enrolled	Total	Less than a bachelor's		Bachelor's or higher	Total	Less than a bachelor's		Bachelor's or higher		
						Certificate	Associate's			Certificate	Associate's			
Total	32.1	67.9	32.1	29.7	38.2	12.4	5.7	6.7	25.9	56.3	18.2	8.3	9.9	38.1
S.E.	0.76	0.76	0.76	0.72	0.81	0.49	0.37	0.34	0.73	0.98	0.69	0.53	0.49	0.96
Unweighted n	6,787	6,787	6,787	6,787	6,787	6,787	6,787	6,787	6,787	4,872	4,872	4,872	4,872	4,872
Weighted n (in 1000s)	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	1,598	1,598	1,598	1,598	1,598
Hours worked per week in high school														
None	28.1	71.9	28.1	30.2	41.7	12.4	5.5	6.9	29.3	58.0	17.2	7.6	9.6	40.8
S.E.	1.31	1.31	1.31	1.35	1.38	0.87	0.66	0.63	1.26	1.67	1.19	0.91	0.87	1.59
Unweighted n	2,041	2,041	2,041	2,041	2,041	2,041	2,041	2,041	2,041	1,548	1,548	1,548	1,548	1,548
Weighted n (in 1000s)	665	665	665	665	665	665	665	665	665	478	478	478	478	478
1–14	29.0	71.0	29.0	27.4	43.6	12.4	5.9	6.5	31.2	61.5	17.5	8.3	9.2	44.0
S.E.	1.34	1.34	1.34	1.28	1.35	0.88	0.63	0.66	1.29	1.59	1.20	0.88	0.91	1.65
Unweighted n	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,416	1,416	1,416	1,416	1,416
Weighted n (in 1000s)	680	680	680	680	680	680	680	680	680	483	483	483	483	483
15–34	34.7	65.3	34.7	31.0	34.4	12.9	5.9	7.0	21.4	52.6	19.8	9.1	10.7	32.8
S.E.	1.32	1.32	1.32	1.24	1.31	0.87	0.58	0.69	1.11	1.67	1.24	0.86	1.03	1.58
Unweighted n	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	1,474	1,474	1,474	1,474	1,474
Weighted n (in 1000s)	744	744	744	744	744	744	744	744	744	486	486	486	486	486
35 or more	45.5	54.5	45.5	31.0	23.5	9.9	4.8	5.1	13.6	43.2	18.1	8.7	9.4	25.0
S.E.	2.81	2.81	2.81	2.59	2.37	1.57	1.13	1.17	1.95	3.74	2.72	2.02	2.10	3.34
Unweighted n	425	425	425	425	425	425	425	425	425	252	252	252	252	252
Weighted n (in 1000s)	153	153	153	153	153	153	153	153	153	83	83	83	83	83
College preparatory only	3.5	96.6	3.5	22.2	74.3	7.8	2.2	5.6	66.6	77.0	8.1	2.3	5.8	68.9
S.E.	0.85	0.85	0.85	2.25	2.41	1.46	0.85	1.26	2.70	2.34	1.51	0.88	1.30	2.69
Unweighted n	627	627	627	627	627	627	627	627	627	604	604	604	604	604
Weighted n (in 1000s)	196	196	196	196	196	196	196	196	196	189	189	189	189	189

Table A68—Standard errors for table 71: Percentage distribution of 1982 public high school graduates according to their postsecondary enrollment and attainment status by 1992, by selected student characteristics—Continued

Selected student characteristics	Enrollment status		Attainment of all high school graduates							Attainment of those enrolled				
			No degree		Certificate or degree			Certificate or degree			Less than a bachelor's		Bachelor's	
	Never enrolled	Enrolled	Never enrolled	Enrolled	Total	Less than a bachelor's		Bachelor's or higher	Total	Less than a bachelor's		Bachelor's or higher		
						Certificate	Associate's			Certificate	Associate's			
Vocational concentrators total*	45.7	54.3	45.7	28.5	25.8	13.9	7.1	6.8	11.9	47.6	25.6	13.0	12.6	21.9
S.E.	1.32	1.32	1.32	1.15	1.15	0.91	0.68	0.61	0.83	1.73	1.52	1.17	1.10	1.43
Unweighted n	2,131	2,131	2,131	2,131	2,131	2,131	2,131	2,131	2,131	1,246	1,246	1,246	1,246	1,246
Weighted n (in 1000s)	793	793	793	793	793	793	793	793	793	430	430	430	430	430
Vocational concentration only	46.4	53.6	46.4	28.7	25.0	13.9	7.1	6.8	11.1	46.6	25.9	13.3	12.7	20.7
S.E.	1.33	1.33	1.33	1.17	1.15	0.92	0.69	0.62	0.82	1.77	1.55	1.20	1.12	1.44
Unweighted n	2,077	2,077	2,077	2,077	2,077	2,077	2,077	2,077	2,077	1,194	1,194	1,194	1,194	1,194
Weighted n (in 1000s)	780	780	780	780	780	780	780	780	780	418	418	418	418	418
Both vocational concentration and college preparatory	7.8	92.2	7.8	17.7	74.5	13.9	4.9	8.9	60.6	80.8	15.0	5.4	9.7	65.7
S.E.	5.26	5.26	5.26	5.79	7.66	5.89	3.50	5.07	8.54	6.33	6.33	3.77	5.48	8.11
Unweighted n	54	54	54	54	54	54	54	54	54	52	52	52	52	52
Weighted n (in 1000s)	13	13	13	13	13	13	13	13	13	12	12	12	12	12
Other/general	28.3	71.7	28.3	31.5	40.2	12.1	5.3	6.8	28.1	56.1	16.9	7.4	9.5	39.2
S.E.	0.93	0.93	0.93	0.95	1.02	0.61	0.45	0.45	0.95	1.21	0.83	0.62	0.63	1.19
Unweighted n	4,029	4,029	4,029	4,029	4,029	4,029	4,029	4,029	4,029	3,022	3,022	3,022	3,022	3,022
Weighted n (in 1000s)	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	979	979	979	979	979

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A69—Standard errors for table 72: Average number of postsecondary remedial credits earned by 1982 public high school graduates by 1992, and of those earning remedial credits, percentage distribution according to subject of remedial credits, by curriculum specialization in high school

Curriculum specialization	Total	Average number of remedial credits ¹			Percentage of total remedial credits earned ¹		
		English	Mathematics	Other	English	Mathematics	Other
Total	1.39	0.15	0.72	0.52	9.2	53.1	37.7
S.E.	0.04	0.01	0.03	0.02	0.53	1.01	1.00
Unweighted n	4,607	4,607	4,607	4,607	2,551	2,551	2,551
Weighted n (in 1000s)	1,516	1,516	1,516	1,516	823	823	823
College preparatory only	0.62	0.07	0.25	0.30	10.5	43.7	45.8
S.E.	0.06	0.01	0.03	0.04	2.18	3.75	3.89
Unweighted n	594	594	594	594	215	215	215
Weighted n (in 1000s)	185	185	185	185	63	63	63
Vocational concentrators total ²	1.75	0.19	0.91	0.65	8.5	54.6	36.9
S.E.	0.09	0.02	0.05	0.04	0.86	1.81	1.82
Unweighted n	1,150	1,150	1,150	1,150	722	722	722
Weighted n (in 1000s)	401	401	401	401	247	247	247
Vocational concentration only	1.77	0.19	0.93	0.65	8.5	54.7	36.8
S.E.	0.09	0.02	0.05	0.04	0.86	1.82	1.83
Unweighted n	1,101	1,101	1,101	1,101	700	700	700
Weighted n (in 1000s)	389	389	389	389	242	242	242
Both vocational concentration and college preparatory	0.97	0.07	0.40	0.50	—	—	—
S.E.	0.24	0.05	0.13	0.21	—	—	—
Unweighted n	49	49	49	49	22	22	22
Weighted n (in 1000s)	12	12	12	12	—	—	—
Other/general	1.39	0.16	0.72	0.51	9.4	53.6	37.0
S.E.	0.05	0.01	0.03	0.02	0.71	1.26	1.23
Unweighted n	2,863	2,863	2,863	2,863	1,614	1,614	1,614
Weighted n (in 1000s)	929	929	929	929	513	513	513

—Too few sample observations for a reliable estimate.

¹Averages are for all 1982 public high school graduates, while percentages are for those graduates earning postsecondary remedial credits.

²Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Averages may not add to totals and percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A70—Standard errors for table 73: Average number of postsecondary remedial credits earned by 1982 public high school graduates by 1992, and of those earning remedial credits, percentage distribution according to subject of remedial credits, by degree attainment by 1992

Degree attainment	Total	Average number of remedial credits*			Percentage of total remedial credits earned*		
		English	Mathematics	Other	English	Mathematics	Other
Total	1.39	0.15	0.72	0.52	9.2	53.1	37.7
S.E.	0.04	0.01	0.03	0.02	0.53	1.01	1.00
Unweighted n	4,607	4,607	4,607	4,607	2,551	2,551	2,551
Weighted n (in 1000s)	1,516	1,516	1,516	1,516	823	823	823
None	1.60	0.21	0.85	0.54	10.4	56.6	33.0
S.E.	0.07	0.02	0.04	0.03	0.81	1.48	1.38
Unweighted n	1,952	1,952	1,952	1,952	1,154	1,154	1,154
Weighted n (in 1000s)	654	654	654	654	375	375	375
Any certificate or degree	1.23	0.11	0.62	0.51	8.2	50.2	41.6
S.E.	0.05	0.01	0.03	0.02	0.69	1.32	1.28
Unweighted n	2,655	2,655	2,655	2,655	1,397	1,397	1,397
Weighted n (in 1000s)	862	862	862	862	448	448	448
Certificate	1.31	0.07	0.57	0.67	4.6	43.5	51.9
S.E.	0.14	0.02	0.08	0.08	1.31	3.51	3.67
Unweighted n	316	316	316	316	164	164	164
Weighted n (in 1000s)	119	119	119	119	61	61	61
Associate's degree	2.16	0.20	1.18	0.78	8.3	55.0	36.7
S.E.	0.12	0.03	0.09	0.06	1.23	2.40	2.44
Unweighted n	443	443	443	443	341	341	341
Weighted n (in 1000s)	146	146	146	146	111	111	111
Bachelor's degree or higher	0.99	0.09	0.49	0.41	9.0	49.8	41.3
S.E.	0.05	0.01	0.03	0.03	0.98	1.77	1.70
Unweighted n	1,896	1,896	1,896	1,896	892	892	892
Weighted n (in 1000s)	597	597	597	597	276	276	276

*Averages are for all 1982 public high school graduates, while percentages are for those graduates earning postsecondary remedial credits.

NOTE: Averages may not add to totals and percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A71—Standard errors for table 74: Percentage distribution of 1982 public high school graduates who earned an associate’s degree and/or a certificate by 1992 according to postsecondary program, by curriculum specialization in high school

Curriculum specialization	Associate’s degree				Certificate			Associate’s degree/certificate			
	Total	Vocational	Academic	Other	Total	Vocational	Academic	Total	Vocational	Academic	Other
Total	6.7	62.8	27.4	9.8	25.9	98.9	1.2	32.6	79.0	15.6	5.4
S.E.	0.34	2.87	2.46	1.90	0.73	0.65	0.65	0.76	1.86	1.51	1.09
Unweighted n	6,787	443	443	443	6,787	316	316	6,787	759	759	759
Weighted n (in 1000s)	2,353	146	146	146	2,353	119	119	2,353	265	265	265
College preparatory only	5.6	—	—	—	66.6	—	—	72.1	74.9	16.4	8.7
S.E.	1.26	—	—	—	2.70	—	—	2.48	7.66	6.45	5.32
Unweighted n	627	—	—	—	627	—	—	627	34	34	34
Weighted n (in 1000s)	196	—	—	—	196	—	—	196	14	14	14
Vocational concentrators total*	6.8	69.8	25.7	4.4	11.9	98.9	1.1	18.7	84.4	13.4	2.2
S.E.	0.61	4.57	4.44	1.75	0.83	1.11	1.11	1.00	2.59	2.47	0.88
Unweighted n	2,131	147	147	147	2,131	130	130	2,131	277	277	277
Weighted n (in 1000s)	793	49	49	49	793	50	50	793	99	99	99
Vocational concentration only	6.8	69.1	26.4	4.5	11.1	98.9	1.1	17.9	84.1	13.6	2.3
S.E.	0.62	4.67	4.53	1.79	0.82	1.12	1.12	0.99	2.63	2.51	0.90
Unweighted n	2,077	143	143	143	2,077	128	128	2,077	271	271	271
Weighted n (in 1000s)	780	48	48	48	780	49	49	780	97	97	97
Both vocational concentration and college preparatory	8.9	—	—	—	60.6	—	—	69.5	—	—	—
S.E.	5.07	—	—	—	8.54	—	—	7.76	—	—	—
Unweighted n	54	—	—	—	54	—	—	54	—	—	6
Weighted n (in 1000s)	13	—	—	—	13	—	—	13	—	—	—
Other/general	6.8	58.3	29.1	12.6	28.1	98.8	1.2	34.9	75.9	17.0	7.1
S.E.	0.45	3.95	3.23	2.92	0.95	0.81	0.81	0.97	2.63	2.01	1.74
Unweighted n	4,029	268	268	268	4,029	180	180	4,029	448	448	448
Weighted n (in 1000s)	1,364	86	86	86	1,364	66	66	1,364	152	152	152

—Too few sample observations for a reliable estimate.

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to totals due to rounding. Row n’s may not add to total n’s because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A72—Standard errors for table 75: Percentage distribution of 1992 public high school graduates according to their employment status in December 1993, by curriculum specialization and work experience in high school

Curriculum specialization and work experience	In labor force	Of those in labor force	
		Employed	Unemployed
Total	75.5	91.4	8.6
S.E.	0.94	0.72	0.72
Unweighted n	8,550	6,458	6,458
Weighted n (in 1000s)	2,067	1,560	1,560
Curriculum specialization in high school			
College preparatory only	63.4	91.4	8.6
S.E.	1.97	1.22	1.22
Unweighted n	2,577	1,636	1,636
Weighted n (in 1000s)	620	393	393
Vocational concentrators total*	82.8	93.3	6.7
S.E.	1.22	0.70	0.70
Unweighted n	2,155	1,790	1,790
Weighted n (in 1000s)	510	422	422
Vocational concentration only	84.4	93.0	7.0
S.E.	1.38	0.79	0.79
Unweighted n	1,839	1,563	1,563
Weighted n (in 1000s)	438	370	370
Both vocational concentration and college preparatory	73.3	95.6	4.4
S.E.	3.25	1.36	1.36
Unweighted n	316	227	227
Weighted n (in 1000s)	72	52	52
Other/general	79.5	90.2	9.8
S.E.	1.25	1.29	1.29
Unweighted n	3,818	3,032	3,032
Weighted n (in 1000s)	937	745	745
High school work experience			
None	67.0	86.0	14.0
S.E.	1.52	1.18	1.18
Unweighted n	2,434	1,616	1,616
Weighted n (in 1000s)	527	353	353
Worked part time	77.6	93.0	7.0
S.E.	1.22	1.00	1.00
Unweighted n	5,183	4,119	4,119
Weighted n (in 1000s)	1,218	945	945

Table A72—Standard errors for table 75: Percentage distribution of 1992 public high school graduates according to their employment status in December 1993, by curriculum specialization and work experience in high school—Continued

Curriculum specialization and work experience	In labor force	Of those in labor force	
		Employed	Unemployed
Worked full time	85.8	92.0	8.0
S.E.	2.14	2.32	2.32
Unweighted n	334	277	277
Weighted n (in 1000s)	76	65	65

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Third Follow-up and High School Transcript Study.

Table A73—Standard errors for table 76: Percentage distribution of 1982 public high school graduates according to their employment status in February 1984, by curriculum specialization and hours worked per week in high school

Curriculum specialization and hours worked	Of all graduates						Percent of time in labor force	
	Employed			Unemployed	Not in labor force		Employed	Unemployed
	Total	Full-time	Part-time		In labor force			
Total	68.5	39.1	29.3	4.5	27.1	72.9	93.9	6.1
S.E.	0.71	0.77	0.72	0.32	0.66	0.66	0.44	0.44
Unweighted n	6,519	6,519	6,519	6,519	6,519	6,519	4,657	4,657
Weighted n (in 1000s)	2,260	2,260	2,260	2,260	2,260	2,260	1,648	1,648
Curriculum specialization in high school								
College preparatory only	58.2	22.3	36.0	1.0	40.8	59.2	98.3	1.7
S.E.	2.47	2.12	2.44	0.42	2.44	2.44	0.72	0.72
Unweighted n	609	609	609	609	609	609	365	365
Weighted n (in 1000s)	190	190	190	190	190	190	112	112
Vocational concentrators total*	75.1	49.8	25.2	5.4	19.5	80.5	93.3	6.7
S.E.	1.17	1.28	1.15	0.58	1.07	1.07	0.71	0.71
Unweighted n	2,049	2,049	2,049	2,049	2,049	2,049	1,613	1,613
Weighted n (in 1000s)	764	764	764	764	764	764	615	615
Vocational concentration only	75.1	50.2	24.9	5.4	19.5	80.5	93.3	6.8
S.E.	1.18	1.30	1.16	0.58	1.08	1.08	0.72	0.72
Unweighted n	1,996	1,996	1,996	1,996	1,996	1,996	1,573	1,573
Weighted n (in 1000s)	751	751	751	751	751	751	605	605
Both vocational concentration and college preparatory	76.1	31.5	44.5	3.1	20.8	79.2	96.0	4.0
S.E.	7.51	8.39	9.22	1.86	7.30	7.30	2.37	2.37
Unweighted n	53	53	53	53	53	53	40	40
Weighted n (in 1000s)	13	13	13	13	13	13	10	10
Other/general	66.1	35.3	30.8	4.4	29.5	70.5	93.7	6.3
S.E.	0.95	1.00	0.93	0.43	0.87	0.87	0.61	0.61
Unweighted n	3,861	3,861	3,861	3,861	3,861	3,861	2,679	2,679
Weighted n (in 1000s)	1,306	1,306	1,306	1,306	1,306	1,306	921	921

Table A73—Standard errors for table 76: Percentage distribution of 1982 public high school graduates according to their employment status in February 1984, by curriculum specialization and hours worked per week in high school—Continued

Curriculum specialization and hours worked	Of all graduates						Percent of time in labor force	
	Employed			Unemployed	Not in labor force		Employed	Unemployed
	Total	Full-time	Part-time		In labor force			
Hours worked per week in high school								
None	60.5	33.3	27.1	6.7	32.9	67.1	90.1	9.9
S.E.	1.37	1.29	1.20	0.77	1.28	1.28	1.13	1.13
Unweighted n	1,976	1,976	1,976	1,976	1,976	1,976	1,297	1,297
Weighted n (in 1000s)	645	645	645	645	645	645	433	433
1–14	68.8	36.4	32.4	3.5	27.7	72.3	95.2	4.8
S.E.	1.27	1.38	1.39	0.47	1.21	1.21	0.65	0.65
Unweighted n	1,835	1,835	1,835	1,835	1,835	1,835	1,280	1,280
Weighted n (in 1000s)	657	657	657	657	657	657	475	475
15–34	74.0	43.6	30.4	2.8	23.2	76.8	96.4	3.6
S.E.	1.14	1.34	1.23	0.44	1.09	1.09	0.57	0.57
Unweighted n	2,041	2,041	2,041	2,041	2,041	2,041	1,570	1,570
Weighted n (in 1000s)	718	718	718	718	718	718	551	551
35 or more	75.7	56.8	18.9	7.1	17.2	82.8	91.4	8.6
S.E.	2.50	3.06	2.38	1.57	2.06	2.06	1.89	1.89
Unweighted n	403	403	403	403	403	403	322	322
Weighted n (in 1000s)	145	145	145	145	145	145	120	120

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Percentages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A74—Standard errors for table 77: Percentage distribution of 1992 public high school graduates according to their employment status in December 1993, by program area of high school vocational concentration

Vocational concentration program area ¹	In labor force	Percent of time in labor force	
		Employed	Unemployed
Total	75.5	91.4	8.6
S.E.	0.94	0.72	0.72
Unweighted n	8,550	6,458	6,458
Weighted n (in 1000s)	2,067	1,560	1,560
No concentration	73.1	90.7	9.4
S.E.	1.15	0.94	0.94
Unweighted n	6,395	4,668	4,668
Weighted n (in 1000s)	1,557	1,138	1,138
Agriculture and renewable resources	82.9	90.9	9.1
S.E.	3.12	2.09	2.09
Unweighted n	221	187	187
Weighted n (in 1000s)	43	36	36
Business	81.8	94.7	5.3
S.E.	1.95	1.13	1.13
Unweighted n	678	540	540
Weighted n (in 1000s)	161	132	132
Marketing and distribution	83.3	96.5	3.5
S.E.	4.90	2.02	2.02
Unweighted n	108	90	90
Weighted n (in 1000s)	23	19	19
Health care	60.7	94.8	5.2
S.E.	15.56	2.93	2.93
Unweighted n	54	43	43
Weighted n (in 1000s)	12	8	8
Public and protective services	—	—	—
S.E.	—	—	—
Unweighted n	—	—	—
Weighted n (in 1000s)	—	—	—

Table A74—Standard errors for table 77: Percentage distribution of 1992 public high school graduates according to their employment status in December 1993, by program area of high school vocational concentration—Continued

Vocational concentration program area ¹	In labor force	Percent of time in labor force	
		Employed	Unemployed
Trade and industry	86.3	92.1	7.9
S.E.	2.09	1.28	1.28
Unweighted n	823	714	714
Weighted n (in 1000s)	204	176	176
Technology and communications	80.2	92.5	7.5
S.E.	5.14	2.88	2.88
Unweighted n	125	100	100
Weighted n (in 1000s)	28	22	22
Occupational home economics ²	77.5	95.1	4.9
S.E.	4.46	2.06	2.06
Unweighted n	141	112	112
Weighted n (in 1000s)	37	28	28
Personal and other services	77.2	95.5	4.5
S.E.	5.30	2.29	2.29
Unweighted n	79	63	63
Weighted n (in 1000s)	21	16	16
Food service and hospitality	—	—	—
S.E.	—	—	—
Unweighted n	24	20	20
Weighted n (in 1000s)	—	—	—
Child care and education	79.0	—	—
S.E.	6.76	—	—
Unweighted n	38	29	29
Weighted n (in 1000s)	8	—	—

— Too few sample observations for a reliable estimate.

¹Vocational concentrators earned 3 or more credits in a single vocational program area.

²Occupational home economics combines personal and other services, food service and hospitality, and child care and education.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Third Follow-up and High School Transcript Study.

Table A75—Standard errors for table 78: Average number and percentage distribution of months according to employment status in 1991 for 1982 public high school graduates, by curriculum specialization in high school

Curriculum specialization	Average number of months			Percent of months		
	In labor force		Not in labor force	In labor force	Percent of time in labor force	
	Employed	Unemployed			Employed	Unemployed
Total	10.43	0.52	1.05	91.3	95.2	4.8
S.E.	0.06	0.03	0.05	0.40	0.28	0.28
Unweighted n	6,701	6,701	6,701	6,701	6,321	6,321
Weighted n (in 1000s)	2,323	2,323	2,323	2,323	2,180	2,180
College preparatory only	10.56	0.37	1.07	91.1	96.7	3.4
S.E.	0.17	0.08	0.16	1.30	0.71	0.71
Unweighted n	621	621	621	621	587	587
Weighted n (in 1000s)	194	194	194	194	182	182
Vocational concentrators total*	10.51	0.52	0.96	92.0	95.3	4.8
S.E.	0.10	0.06	0.08	0.67	0.53	0.53
Unweighted n	2,105	2,105	2,105	2,105	1,979	1,979
Weighted n (in 1000s)	783	783	783	783	736	736
Vocational concentration only	10.52	0.53	0.95	92.1	95.2	4.8
S.E.	0.10	0.06	0.08	0.67	0.54	0.54
Unweighted n	2,051	2,051	2,051	2,051	1,930	1,930
Weighted n (in 1000s)	770	770	770	770	724	724
Both vocational concentration and college preparatory	9.93	0.24	1.83	84.7	97.7	2.3
S.E.	0.81	0.13	0.81	6.72	1.26	1.26
Unweighted n	54	54	54	54	49	49
Weighted n (in 1000s)	13	13	13	13	11	11
Other/general	10.37	0.54	1.09	90.9	95.0	5.0
S.E.	0.08	0.04	0.07	0.57	0.37	0.37
Unweighted n	3,975	3,975	3,975	3,975	3,755	3,755
Weighted n (in 1000s)	1,346	1,346	1,346	1,346	1,263	1,263

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Averages and percentages may not add totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A76—Standard errors for table 79: Average number and percentage distribution of months according to employment status in 1991 for 1982 public high school graduates, by hours worked in high school and degree attainment by 1992

Hours worked and degree attainment	Average number of months			Percent of months		
	In labor force		Not in labor force	In labor force	Percent of time in labor force	
	Employed	Unemployed			Employed	Unemployed
Total	10.43	0.52	1.05	91.3	95.2	4.8
S.E.	0.06	0.03	0.05	0.40	0.28	0.28
Unweighted n	6,701	6,701	6,701	6,701	6,321	6,321
Weighted n (in 1000s)	2,323	2,323	2,323	2,323	2,180	2,180
Hours worked per week in high school						
None	10.16	0.57	1.27	89.4	94.6	5.4
S.E.	0.12	0.06	0.11	0.88	0.58	0.58
Unweighted n	2,016	2,016	2,016	2,016	1,877	1,877
Weighted n (in 1000s)	656	656	656	656	606	606
1–14	10.37	0.55	1.09	91.0	95.0	5.0
S.E.	0.11	0.06	0.09	0.76	0.52	0.52
Unweighted n	1,872	1,872	1,872	1,872	1,754	1,754
Weighted n (in 1000s)	671	671	671	671	627	627
15–34	10.63	0.47	0.90	92.5	95.7	4.3
S.E.	0.10	0.06	0.08	0.63	0.51	0.51
Unweighted n	2,105	2,105	2,105	2,105	2,008	2,008
Weighted n (in 1000s)	737	737	737	737	698	698
35 or more	11.00	0.37	0.63	94.7	96.8	3.2
S.E.	0.18	0.11	0.15	1.23	0.97	0.97
Unweighted n	416	416	416	416	405	405
Weighted n (in 1000s)	150	150	150	150	146	146
Degree attainment by 1992						
None	10.18	0.63	1.19	90.1	94.1	5.9
S.E.	0.08	0.05	0.07	0.56	0.42	0.42
Unweighted n	3,943	3,943	3,943	3,943	3,674	3,674
Weighted n (in 1000s)	1,430	1,430	1,430	1,430	1,325	1,325

Table A76—Standard errors for table 79: Average number and percentage distribution of months according to employment status in 1991 for 1982 public high school graduates, by hours worked in high school and degree attainment by 1992—Continued

Hours worked and degree attainment	Average number of months			Percent of months		
	In labor force		Not in labor force	Percent of time in labor force		
	Employed	Unemployed		In labor force	Employed	Unemployed
Any degree or certificate	10.84	0.35	0.81	93.2	96.9	3.2
S.E.	0.07	0.04	0.06	0.51	0.33	0.33
Unweighted n	2,758	2,758	2,758	2,758	2,647	2,647
Weighted n (in 1000s)	893	893	893	893	855	855
Certificate	10.82	0.49	0.69	94.2	95.7	4.3
S.E.	0.18	0.11	0.15	1.25	0.99	0.99
Unweighted n	354	354	354	354	335	335
Weighted n (in 1000s)	131	131	131	131	125	125
Associate's degree	10.99	0.37	0.65	94.6	96.8	3.2
S.E.	0.16	0.10	0.13	1.06	0.88	0.88
Unweighted n	479	479	479	479	458	458
Weighted n (in 1000s)	157	157	157	157	151	151
Bachelor's degree or higher	10.80	0.32	0.88	92.7	97.1	2.9
S.E.	0.08	0.04	0.08	0.64	0.38	0.38
Unweighted n	1,925	1,925	1,925	1,925	1,854	1,854
Weighted n (in 1000s)	605	605	605	605	579	579

NOTE: Averages and percentages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A77—Standard errors for table 80: Percentage distribution of 1982 public high school graduates according to their employment status in December 1991, by program area of high school vocational concentration

Vocational concentration program area ¹	Of all graduates				Percent of time in labor force	
	Total	In labor force		Not in labor force	Employed	Unemployed
		Employed	Unemployed			
Total	91.2	86.5	4.7	8.8	94.8	5.2
S.E.	0.43	0.52	0.32	0.43	0.35	0.35
Unweighted n	6,701	6,701	6,701	6,701	6,154	6,154
Weighted n (in 1000s)	2,323	2,323	2,323	2,323	2,120	2,120
No concentration	91.1	86.2	4.9	8.9	94.6	5.4
S.E.	0.56	0.66	0.39	0.56	0.43	0.43
Unweighted n	4,596	4,596	4,596	4,596	4,224	4,224
Weighted n (in 1000s)	1,540	1,540	1,540	1,540	1,403	1,403
Agriculture and renewable resources	93.4	90.0	3.4	6.6	96.4	3.6
S.E.	2.06	2.45	1.54	2.06	1.65	1.65
Unweighted n	166	166	166	166	156	156
Weighted n (in 1000s)	70	70	70	70	65	65
Business	86.6	81.5	5.1	13.4	94.1	5.9
S.E.	1.56	1.77	0.91	1.56	1.0	1.05
Unweighted n	745	745	745	745	654	654
Weighted n (in 1000s)	271	271	271	271	234	234
Marketing and distribution	85.1	80.6	4.5	14.9	94.7	5.3
S.E.	4.01	5.01	2.52	4.01	3.0	3.00
Unweighted n	109	109	109	109	93	93
Weighted n (in 1000s)	39	39	39	39	33	33
Health care	88.7	70.3	18.4	11.4	79.3	20.7
S.E.	5.70	10.22	9.96	5.70	11.0	10.99
Unweighted n	37	37	37	37	32	32
Weighted n (in 1000s)	14	14	14	14	12	12
Public and protective services	—	—	—	—	—	—
S.E.	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—

Table A77—Standard errors for table 80: Percentage distribution of 1982 public high school graduates according to their employment status in December 1991, by program area of high school vocational concentration—Continued

Vocational concentration program area ¹	Of all graduates				Percent of time in labor force	
	Total	In labor force		Not in labor force	Employed	Unemployed
		Employed	Unemployed			
Trade and industry	96.8	93.7	3.1	3.2	96.8	3.2
S.E.	0.69	0.97	0.70	0.69	0.7	0.72
Unweighted n	908	908	908	908	876	876
Weighted n (in 1000s)	337	337	337	337	326	326
Technology and communications	98.1	93.8	4.4	1.9	95.6	4.5
S.E.	1.89	4.56	4.18	1.89	4.3	4.26
Unweighted n	38	38	38	38	37	37
Weighted n (in 1000s)	12	12	12	12	12	12
Occupational home economics ²	82.5	75.1	7.5	17.5	91.0	9.0
S.E.	4.46	5.65	4.61	4.46	5.5	5.50
Unweighted n	100	100	100	100	80	80
Weighted n (in 1000s)	40	40	40	40	33	33
Personal and other services	79.4	71.6	7.8	20.6	90.1	9.9
S.E.	5.47	6.83	5.78	5.47	7.1	7.14
Unweighted n	74	74	74	74	57	57
Weighted n (in 1000s)	31	31	31	31	25	25
Food service and hospitality	—	—	—	—	—	—
S.E.	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—
Child care and education	—	—	—	—	—	—
S.E.	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—

—Too few sample observations for a reliable estimate.

¹Vocational concentrators earned 3 or more credits in a single vocational program area.

²Occupational home economics combines personal and other services, food service and hospitality, and child care and education.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A78—Standard errors for table 81: Average annual and monthly earnings in 1991 for 1982 public high school graduates, by curriculum specialization in high school

Curriculum specialization	Average annual earnings ¹	Average monthly earnings ²
Total	\$22,597	\$1,983
S.E.	231.64	24.55
Unweighted n	5,767	5,767
Weighted n (in 1000s)	1,984	1,984
College preparatory only	26,514	2,300
S.E.	662.09	53.02
Unweighted n	549	549
Weighted n (in 1000s)	170	170
Vocational concentrators total ³	22,217	1,925
S.E.	424.42	36.88
Unweighted n	1,816	1,816
Weighted n (in 1000s)	672	672
Vocational concentration only	22,165	1,920
S.E.	429.35	37.36
Unweighted n	1,768	1,768
Weighted n (in 1000s)	661	661
Both vocational concentration and college preparatory	25,274	2,176
S.E.	2103.22	175.33
Unweighted n	48	48
Weighted n (in 1000s)	11	11
Other/general	22,237	1,970
S.E.	301.65	35.99
Unweighted n	3,402	3,402
Weighted n (in 1000s)	1,142	1,142

¹Average annual earnings are for all 12 months in 1991, regardless of how many months the graduate was actually employed in 1991.

²Average monthly earnings includes the earnings for only those months that the graduate was employed during 1991.

³Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A79—Standard errors for table 82a: Average number and percentage distribution of months according to employment status in 1991 for 1982 public high school male graduates, by curriculum specialization in high school and degree attainment by 1992

Curriculum specialization and degree attainment	Average number of months			Percent of months		
	In labor force		Not in labor force	Percent of time in labor force		
	Employed	Unemployed		In labor force	Employed	Unemployed
Total	11.28	0.31	0.41	96.6	97.3	2.7
S.E.	0.05	0.03	0.04	0.35	0.26	0.26
Unweighted n	3,208	3,208	3,208	3,208	3,142	3,142
Weighted n (in 1000s)	1,111	1,111	1,111	1,111	1,089	1,089
Curriculum specialization in high school						
College preparatory only	11.20	0.24	0.56	95.3	97.9	2.1
S.E.	0.17	0.07	0.17	1.37	0.59	0.59
Unweighted n	270	270	270	270	265	265
Weighted n (in 1000s)	84	84	84	84	82	82
Vocational concentrators total*	11.41	0.27	0.32	97.3	97.7	2.3
S.E.	0.08	0.05	0.06	0.49	0.39	0.39
Unweighted n	1,152	1,152	1,152	1,152	1,129	1,129
Weighted n (in 1000s)	432	432	432	432	424	424
Vocational concentration only	11.42	0.27	0.31	97.4	97.7	2.3
S.E.	0.08	0.05	0.06	0.49	0.39	0.39
Unweighted n	1,131	1,131	1,131	1,131	1,110	1,110
Weighted n (in 1000s)	427	427	427	427	420	420
Both vocational concentration and college preparatory	—	—	—	—	—	—
S.E.	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—
Other/general	11.21	0.35	0.45	96.3	96.9	3.1
S.E.	0.08	0.05	0.06	0.49	0.40	0.40
Unweighted n	1,786	1,786	1,786	1,786	1,748	1,748
Weighted n (in 1000s)	594	594	594	594	583	583

Table A79—Standard errors for table 82a: Average number and percentage distribution of months according to employment status in 1991 for 1982 public high school male graduates, by curriculum specialization in high school and degree attainment by 1992—Continued

Curriculum specialization and degree attainment	Average number of months			Percent of months		
	In labor force		Not in labor force	Percent of time in labor force		
	Employed	Unemployed		In labor force	Employed	Unemployed
Degree attainment by 1992						
None	11.35	0.33	0.31	97.4	97.1	2.9
S.E.	0.07	0.04	0.05	0.40	0.35	0.35
Unweighted n	1,966	1,966	1,966	1,966	1,929	1,929
Weighted n (in 1000s)	711	711	711	711	699	699
Any degree or certificate	11.16	0.26	0.57	95.2	97.6	2.4
S.E.	0.08	0.04	0.07	0.62	0.40	0.40
Unweighted n	1,242	1,242	1,242	1,242	1,213	1,213
Weighted n (in 1000s)	400	400	400	400	390	390
Certificate	11.51	0.31	0.18	98.5	97.4	2.6
S.E.	0.15	0.12	0.08	0.65	0.99	0.99
Unweighted n	140	140	140	140	138	138
Weighted n (in 1000s)	49	49	49	49	48	48
Associate's degree	11.41	0.29	0.30	97.5	97.5	2.5
S.E.	0.18	0.13	0.12	1.02	1.08	1.08
Unweighted n	188	188	188	188	185	185
Weighted n (in 1000s)	59	59	59	59	58	58
Bachelor's degree or higher	11.05	0.25	0.70	94.2	97.7	2.3
S.E.	0.11	0.05	0.10	0.80	0.47	0.47
Unweighted n	914	914	914	914	890	890
Weighted n (in 1000s)	292	292	292	292	283	283

—Too few sample observations for a reliable estimate.

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Averages and percentages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A80—Standard errors for table 82b: Average number and percentage distribution of months according to employment status in 1991 for 1982 public high school female graduates, by curriculum specialization in high school and degree attainment by 1992

Curriculum specialization and degree attainment	Average number of months			Percent of months		
	In labor force		Not in labor force	Percent of time in labor force		
	Employed	Unemployed		In labor force	Employed	Unemployed
Total	9.65	0.72	1.63	86.4	93.1	6.9
S.E.	0.09	0.05	0.08	0.68	0.49	0.49
Unweighted n	3,493	3,493	3,493	3,493	3,179	3,179
Weighted n (in 1000s)	1,212	1,212	1,212	1,212	1,091	1,091
Curriculum specialization in high school						
College preparatory only	10.07	0.47	1.46	87.8	95.6	4.4
S.E.	0.26	0.13	0.24	1.98	1.22	1.22
Unweighted n	351	351	351	351	322	322
Weighted n (in 1000s)	110	110	110	110	99	99
Vocational concentrators total*	9.41	0.84	1.76	85.4	91.9	8.1
S.E.	0.18	0.12	0.15	1.29	1.13	1.13
Unweighted n	953	953	953	953	850	850
Weighted n (in 1000s)	351	351	351	351	312	312
Vocational concentration only	9.39	0.86	1.75	85.4	91.8	8.2
S.E.	0.18	0.12	0.16	1.30	1.16	1.16
Unweighted n	920	920	920	920	820	820
Weighted n (in 1000s)	343	343	343	343	305	305
Both vocational concentration and college preparatory	9.99	0.06	1.95	83.8	99.5	0.5
S.E.	1.08	0.04	1.08	8.99	0.40	0.40
Unweighted n	33	33	33	33	30	30
Weighted n (in 1000s)	8	8	8	8	7	7
Other/general	9.70	0.70	1.60	86.7	93.3	6.7
S.E.	0.11	0.06	0.11	0.88	0.59	0.59
Unweighted n	2,189	2,189	2,189	2,189	2,007	2,007
Weighted n (in 1000s)	751	751	751	751	680	680

Table A80—Standard errors for table 82b: Average number and percentage distribution of months according to employment status in 1991 for 1982 public high school female graduates, by curriculum specialization in high school and degree attainment by 1992—Continued

Curriculum specialization and degree attainment	Average number of months			Percent of months		
	In labor force		Not in labor force	In labor force	Percent of time in labor force	
	Employed	Unemployed			Employed	Unemployed
Degree attainment by 1992						
None	9.02	0.92	2.06	82.8	90.9	9.2
S.E.	0.13	0.08	0.12	0.99	0.77	0.77
Unweighted n	1,977	1,977	1,977	1,977	1,745	1,745
Weighted n (in 1000s)	719	719	719	719	626	626
Any degree or certificate	10.57	0.42	1.00	91.7	96.2	3.8
S.E.	0.11	0.06	0.09	0.78	0.50	0.50
Unweighted n	1,516	1,516	1,516	1,516	1,434	1,434
Weighted n (in 1000s)	493	493	493	493	465	465
Certificate	10.41	0.59	1.00	91.7	94.7	5.3
S.E.	0.27	0.17	0.23	1.95	1.49	1.49
Unweighted n	214	214	214	214	197	197
Weighted n (in 1000s)	82	82	82	82	77	77
Associate's degree	10.73	0.41	0.85	92.9	96.4	3.6
S.E.	0.24	0.14	0.19	1.59	1.27	1.27
Unweighted n	291	291	291	291	273	273
Weighted n (in 1000s)	98	98	98	98	92	92
Bachelor's degree or higher	10.57	0.38	1.05	91.3	96.5	3.5
S.E.	0.13	0.06	0.12	0.97	0.57	0.57
Unweighted n	1,011	1,011	1,011	1,011	964	964
Weighted n (in 1000s)	313	313	313	313	296	296

—Too few sample observations for a reliable estimate.

*Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Averages and percentages may not add to totals due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A81—Standard errors for table 83: Average annual and monthly earnings in 1991 for 1982 public high school graduates, by sex, curriculum specialization in high school, and degree attainment by 1992

Curriculum specialization and degree attainment	Male		Female	
	Average annual earnings ¹	Average monthly earnings ²	Average annual earnings ¹	Average monthly earnings ²
Total	\$25,494	\$2,190	\$19,508	\$1,761
S.E.	342.60	28.43	294.44	39.83
Unweighted n	2,949	2,949	2,818	2,818
Weighted n (in 1000s)	1,024	1,024	960	960
Curriculum specialization in high school				
College preparatory only	30,198	2,622	23,278	2,017
S.E.	974.37	75.21	786.49	64.91
Unweighted n	254	254	295	295
Weighted n (in 1000s)	79	79	91	91
Vocational concentrators total ³	25,203	2,142	17,777	1,601
S.E.	614.39	50.59	410.23	48.61
Unweighted n	1,064	1,064	752	752
Weighted n (in 1000s)	402	402	270	270
Vocational concentration only	25,181	2,139	17,606	1,589
S.E.	617.99	50.94	412.16	49.45
Unweighted n	1,045	1,045	723	723
Weighted n (in 1000s)	398	398	263	263
Both vocational concentration and college preparatory	—	—	—	—
S.E.	—	—	—	—
Unweighted n	—	—	—	—
Weighted n (in 1000s)	—	—	—	—
Other/general	25,019	2,163	19,719	1,794
S.E.	406.10	34.42	415.63	58.76
Unweighted n	1,631	1,631	1,771	1,771
Weighted n (in 1000s)	543	543	599	599
Degree attainment by 1992				
None	24,140	2,061	16,738	1,550
S.E.	450.32	37.46	373.44	63.79
Unweighted n	1,791	1,791	1,485	1,485
Weighted n (in 1000s)	652	652	531	531
Any degree or certificate	27,868	2,417	22,932	2,022
S.E.	460.76	39.48	443.60	39.88
Unweighted n	1,158	1,158	1,333	1,333
Weighted n (in 1000s)	372	372	429	429

Table A81—Standard errors for table 83: Average annual and monthly earnings in 1991 for 1982 public high school graduates, by sex, curriculum specialization in high school, and degree attainment by 1992—Continued

Curriculum specialization and degree attainment	Male		Female	
	Average annual earnings ¹	Average monthly earnings ²	Average annual earnings ¹	Average monthly earnings ²
Certificate	23,382	1,990	19,305	1,707
S.E.	1,184.48	97.48	1,266.19	112.43
Unweighted n	129	129	174	174
Weighted n (in 1000s)	46	46	67	67
Associate's degree	23,503	2,014	22,827	1,949
S.E.	995.01	81.44	1,283.75	106.44
Unweighted n	174	174	254	254
Weighted n (in 1000s)	55	55	85	85
Bachelor's degree or higher	29,506	2,571	23,841	2,121
S.E.	556.39	48.06	491.58	46.66
Unweighted n	855	855	905	905
Weighted n (in 1000s)	271	271	277	277

—Too few sample observations for a reliable estimate.

¹Average annual earnings are for all 12 months in 1991, regardless of how many months the graduate was actually employed in 1991.

²Average monthly earnings includes the earnings for only those months that the graduate was employed during 1991.

³Includes students who completed both a vocational concentration and a college preparatory curriculum.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A82—Standard errors for table 84: Average annual and monthly earnings in 1991 for 1982 public high school graduates, by hours worked in high school and degree attainment by 1992

Hours worked and degree attainment	Average annual earnings ¹	Average monthly earnings ²
Total	\$22,597	\$1,983
S.E.	231.64	24.55
Unweighted n	5,767	5,767
Weighted n (in 1000s)	1,984	1,984
Hours worked per week in high school		
None	21,559	1,922
S.E.	364.83	36.43
Unweighted n	1,713	1,713
Weighted n (in 1000s)	548	548
1–14	22,088	1,917
S.E.	381.79	32.31
Unweighted n	1,581	1,581
Weighted n (in 1000s)	564	564
15–34	23,408	2,060
S.E.	394.31	53.92
Unweighted n	1,855	1,855
Weighted n (in 1000s)	646	646
35 or more	23,557	2,015
S.E.	825.64	67.34
Unweighted n	371	371
Weighted n (in 1000s)	133	133
Degree attainment by 1992		
None	20,819	1,832
S.E.	305.71	35.29
Unweighted n	3,276	3,276
Weighted n (in 1000s)	1,183	1,183
Any degree or certificate	25,223	2,206
S.E.	329.02	28.73
Unweighted n	2,491	2,491
Weighted n (in 1000s)	801	801
Certificate	20,959	1,822
S.E.	901.91	78.11
Unweighted n	303	303
Weighted n (in 1000s)	113	113

**Table A82—Standard errors for table 84: Average annual and monthly earnings in 1991 for 1982 public high school graduates, by hours worked in high school and degree attainment by 1992
—Continued**

Hours worked and degree attainment	Average annual earnings ¹	Average monthly earnings ²
Associate's degree	23,092	1,974
S.E.	878.18	72.76
Unweighted n	428	428
Weighted n (in 1000s)	140	140
Bachelor's degree or higher	26,643	2,344
S.E.	385.74	34.35
Unweighted n	1,760	1,760
Weighted n (in 1000s)	549	549

¹Average annual earnings are for all 12 months in 1991, regardless of how many months the graduate was actually employed in 1991.

²Average monthly earnings includes the earnings for only those months that the graduate was employed during 1991.

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Sophomore Cohort 1982 High School Transcript Study and Fourth Follow-up Survey.

Table A83—Standard errors for table 85: Percentage distribution and number of adults aged 18 or older according to highest educational attainment: 1992 and 1996

	Of all adults 18 or older				Of those who completed a degree*				
	Less than high school	High	Some	College degree*	Associate's			Master's or higher	
		school only	college, no degree*		Total	Vocational	Academic		Bachelor's
1992									
Total percentage of adults	19.4	35.3	18.8	26.5	24.2	13.5	10.7	50.8	25.0
S.E.	0.15	0.18	0.14	0.16	0.31	0.25	0.22	0.36	0.31
Unweighted n	105,896	105,896	105,896	105,896	28,299	28,299	28,299	28,299	28,299
Weighted n (in 1000s)	185,471	185,471	185,471	185,471	49,060	49,060	49,060	49,060	49,060
Total number of adults (in 1000s)	36,043	65,505	34,863	49,060	11,864	6,628	5,235	24,932	12,265
S.E. (in 1000s)	271	328	268	302	168	127	113	234	170
Unweighted n	20,033	37,969	19,595	28,299	6,853	3,929	2,924	14,325	7,121
Weighted n (in 1000s)	36,043	65,505	34,863	49,060	11,864	6,628	5,235	24,932	12,265
1996									
Total percentage of adults	17.6	33.8	19.8	28.9	24.1	12.5	11.6	52.0	23.9
S.E.	0.14	0.17	0.14	0.16	0.29	0.22	0.22	0.34	0.29
Unweighted n	89,406	89,406	89,406	89,406	25,997	25,997	25,997	25,997	25,997
Weighted n (in 1000s)	193,486	193,486	193,486	193,486	55,815	55,815	55,815	55,815	55,815
Total number of adults (in 1000s)	34,089	65,349	38,233	55,815	13,431	6,977	6,455	29,036	13,347
S.E. (in 1000s)	267	331	279	317	178	130	126	250	177
Unweighted n	15,387	30,571	17,451	25,997	6,304	3,373	2,931	13,465	6,228
Weighted n (in 1000s)	34,089	65,349	38,233	55,815	13,431	6,977	6,455	29,036	13,347

*The surveys did not ask specifically about postsecondary certificate completion. It is, therefore, not possible to know whether adults completing a postsecondary certificate, but not an associate's or higher degree, include themselves in the "some college, no degree" or "college degree" category.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1996.

Table A84—Standard errors for table 86: Percentage distribution of adults aged 18 or older according to highest educational attainment, by sex and race–ethnicity: 1996

Sex and race–ethnicity	Of all adults 18 or older				Of those who completed a degree ¹				
	Less than high school	High school only	Some college, no degree ¹	College degree ¹	Associate's			Bachelor's	Master's or higher
					Total	Vocational	Academic		
Total	17.6	33.8	19.8	28.9	6.9	3.6	3.3	15.0	6.9
S.E.	0.14	0.17	0.14	0.16	0.09	0.07	0.06	0.13	0.09
Unweighted n	89,406	89,406	89,406	89,406	89,406	89,406	89,406	89,406	89,406
Weighted n (in 1000s)	193,486	193,486	193,486	193,486	193,486	193,486	193,486	193,486	193,486
Sex									
Male	17.5	32.6	19.6	30.2	6.2	3.2	3.0	15.8	8.3
S.E.	0.20	0.25	0.21	0.24	0.13	0.09	0.09	0.19	0.14
Unweighted n	41,870	41,870	41,870	41,870	41,870	41,870	41,870	41,870	41,870
Weighted n (in 1000s)	92,539	92,539	92,539	92,539	92,539	92,539	92,539	92,539	92,539
Female	17.7	34.9	19.9	27.6	7.6	4.0	3.7	14.3	5.6
S.E.	0.19	0.24	0.20	0.22	0.13	0.10	0.09	0.18	0.12
Unweighted n	47,536	47,536	47,536	47,536	47,536	47,536	47,536	47,536	47,536
Weighted n (in 1000s)	100,947	100,947	100,947	100,947	100,947	100,947	100,947	100,947	100,947
Race–ethnicity²									
Black, non-Hispanic	23.8	36.2	21.5	18.5	5.5	2.6	2.9	9.1	3.8
S.E.	0.53	0.60	0.51	0.49	0.29	0.20	0.21	0.36	0.24
Unweighted n	8,458	8,458	8,458	8,458	8,458	8,458	8,458	8,458	8,458
Weighted n (in 1000s)	21,921	21,921	21,921	21,921	21,921	21,921	21,921	21,921	21,921
Hispanic	43.8	28.0	14.5	13.6	4.4	2.3	2.1	6.7	2.6
S.E.	0.88	0.80	0.62	0.61	0.36	0.27	0.25	0.44	0.28
Unweighted n	7,057	7,057	7,057	7,057	7,057	7,057	7,057	7,057	7,057
Weighted n (in 1000s)	18,426	18,426	18,426	18,426	18,426	18,426	18,426	18,426	18,426
White, non-Hispanic	13.5	34.6	20.2	31.7	7.5	4.0	3.5	16.6	7.7
S.E.	0.14	0.20	0.17	0.19	0.11	0.08	0.08	0.16	0.11
Unweighted n	69,741	69,741	69,741	69,741	69,741	69,741	69,741	69,741	69,741
Weighted n (in 1000s)	145,136	145,136	145,136	145,136	145,136	145,136	145,136	145,136	145,136

¹The surveys did not ask specifically about postsecondary certificate completion. It is, therefore, not possible to know whether adults completing a postsecondary certificate, but not an associate's or higher degree, include themselves in the "some college, no degree" or "college degree" category.

²Non-Hispanic adults who are neither black nor white are included in the total row but not shown separately.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table A85—Standard errors for table 87: Percentage distribution of adults aged 18 or older according to postsecondary enrollment and degree-seeking status, by sex and race–ethnicity: 1991 and 1994

Sex and race–ethnicity	Of those enrolled							
	Enrolled in post-secondary	Not working toward a degree	Working toward a degree					Bachelor's or higher
			Total	License, diploma, or certificate	Associate's		Total	
					Vocational	Academic		
1991								
Total	7.6	6.4	93.6	4.9	22.3	13.8	8.5	66.4
S.E.	0.10	0.34	0.34	0.30	0.58	0.48	0.39	0.66
Unweighted n	107,758	7,528	7,528	7,528	7,528	7,528	7,528	7,528
Weighted n (in 1000s)	183,687	12,845	12,845	12,845	12,845	12,845	12,845	12,845
Sex								
Male	7.3	5.6	94.4	4.0	20.9	12.6	8.3	69.5
S.E.	0.14	0.48	0.48	0.41	0.84	0.69	0.57	0.95
Unweighted n	50,201	3,380	3,380	3,380	3,380	3,380	3,380	3,380
Weighted n (in 1000s)	87,458	5,925	5,925	5,925	5,925	5,925	5,925	5,925
Female	7.8	7.1	92.9	5.8	23.4	14.7	8.7	63.7
S.E.	0.14	0.49	0.49	0.45	0.81	0.68	0.54	0.92
Unweighted n	57,557	4,148	4,148	4,148	4,148	4,148	4,148	4,148
Weighted n (in 1000s)	96,229	6,920	6,920	6,920	6,920	6,920	6,920	6,920
Race–ethnicity*								
Black, non-Hispanic	7.0	5.2	94.8	7.1	30.3	21.4	9.0	57.4
S.E.	0.33	1.16	1.16	1.34	2.39	2.13	1.49	2.57
Unweighted n	10,279	646	646	646	646	646	646	646
Weighted n (in 1000s)	20,357	1,265	1,265	1,265	1,265	1,265	1,265	1,265
Hispanic	5.8	8.3	91.7	5.5	30.8	18.6	12.2	55.4
S.E.	0.47	2.41	2.41	1.99	4.04	3.40	2.86	4.35
Unweighted n	7,198	407	407	407	407	407	407	407
Weighted n (in 1000s)	14,258	754	754	754	754	754	754	754
White, non-Hispanic	7.6	6.4	93.6	4.7	20.9	12.9	8.1	68.0
S.E.	0.11	0.39	0.39	0.34	0.65	0.53	0.43	0.74
Unweighted n	86,007	5,956	5,956	5,956	5,956	5,956	5,956	5,956
Weighted n (in 1000s)	143,039	10,049	10,049	10,049	10,049	10,049	10,049	10,049
1994								
Total	7.8	5.8	94.2	4.2	21.7	10.5	11.2	68.3
S.E.	0.10	0.32	0.32	0.28	0.57	0.42	0.43	0.64
Unweighted n	101,629	6,966	6,966	6,966	6,966	6,966	6,966	6,966
Weighted n (in 1000s)	190,123	13,523	13,523	13,523	13,523	13,523	13,523	13,523

Table A85—Standard errors for table 87: Percentage distribution of adults aged 18 or older according to postsecondary enrollment and degree-seeking status, by sex and race–ethnicity: 1991 and 1994—Continued

Sex and race–ethnicity	Enrolled in post-secondary	Not working toward a degree	Of those enrolled					
			Working toward a degree			Bachelor's or higher		
			Total	License, diploma, or certificate	Total		Associate's	
Vocational	Academic							
Sex								
Male	7.4	5.2	94.8	3.5	19.3	8.7	10.6	72.1
S.E.	0.14	0.46	0.46	0.38	0.81	0.58	0.63	0.92
Unweighted n	47,489	3,020	3,020	3,020	3,020	3,020	3,020	3,020
Weighted n (in 1000s)	90,925	6,068	6,068	6,068	6,068	6,068	6,068	6,068
Female	8.2	6.3	93.7	4.8	23.7	12.0	11.7	65.2
S.E.	0.14	0.45	0.45	0.40	0.79	0.60	0.60	0.88
Unweighted n	54,140	3,946	3,946	3,946	3,946	3,946	3,946	3,946
Weighted n (in 1000s)	99,198	7,455	7,455	7,455	7,455	7,455	7,455	7,455
Race–ethnicity*								
Black, non-Hispanic	8.1	6.8	93.2	4.8	23.4	14.4	9.0	65.0
S.E.	0.35	1.22	1.22	1.03	2.05	1.70	1.38	2.31
Unweighted n	9,952	656	656	656	656	656	656	656
Weighted n (in 1000s)	21,481	1,488	1,488	1,488	1,488	1,488	1,488	1,488
Hispanic	6.8	8.3	91.7	5.1	32.1	13.0	19.1	54.5
S.E.	0.49	2.19	2.19	1.75	3.71	2.67	3.13	3.96
Unweighted n	7,274	428	428	428	428	428	428	428
Weighted n (in 1000s)	17,404	1,026	1,026	1,026	1,026	1,026	1,026	1,026
White, non-Hispanic	7.6	5.4	94.6	4.2	20.7	9.9	10.7	69.7
S.E.	0.11	0.36	0.36	0.32	0.64	0.47	0.49	0.73
Unweighted n	79,802	5,365	5,365	5,365	5,365	5,365	5,365	5,365
Weighted n (in 1000s)	144,954	10,239	10,239	10,239	10,239	10,239	10,239	10,239

*Non-Hispanic adults who are neither black nor white are included in the total row but not shown separately.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1991 and 1994.

Table A86—Standard errors for table 88: Percentage distribution of subbaccalaureate students majoring in an academic, vocational, or unreported field, by sex: 1989–90 and 1995–96

Sex	1989–90			1995–96		
	Academic	Vocational	Major not reported	Academic	Vocational	Major not reported
Total	21.8	54.3	23.9	22.6	49.2	28.2
S.E.	0.99	1.27	1.45	1.29	1.43	1.52
Unweighted n	21,329	21,329	21,329	16,932	16,932	16,932
Weighted n (in 1000s)	10,165	10,165	10,165	9,725	9,725	9,725
Male	21.7	54.7	23.6	19.8	49.2	31.1
S.E.	1.13	1.38	1.45	1.56	1.80	1.87
Unweighted n	8,107	8,107	8,107	6,760	6,760	6,760
Weighted n (in 1000s)	4,157	4,157	4,157	4,053	4,053	4,053
Female	23.1	51.9	25.0	24.5	49.3	26.2
S.E.	1.15	1.40	1.72	1.38	1.48	1.53
Unweighted n	11,998	11,998	11,998	10,172	10,172	10,172
Weighted n (in 1000s)	5,517	5,517	5,517	5,672	5,672	5,672

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A87—Standard errors for table 89: Percentage distribution of subbaccalaureate students who had previously earned various degrees, by type of previous degree and selected student enrollment characteristics: 1995–96

Selected student enrollment characteristics	Of all subbaccalaureate students			Of previous degree holders	
	Any previous degree	Bacca-laureate degree or higher	Subbaccalaureate degree	Bacca-laureate degree or higher	Subbaccalaureate degree
Total	20.4	2.2	18.3	10.7	89.3
S.E.	0.77	0.23	0.73	1.07	1.07
Unweighted n	10,814	10,814	10,814	2,020	2,020
Weighted n (in 1000s)	6,072	6,072	6,072	1,241	1,241
Institution type					
Public 4-year	28.7	14.4	14.2	50.3	49.7
S.E.	2.89	2.54	1.84	5.84	5.84
Unweighted n	1,107	1,107	1,107	206	206
Weighted n (in 1000s)	317	317	317	91	91
Private, not-for-profit 4-year	27.1	9.6	17.5	35.5	64.5
S.E.	3.34	2.33	2.42	6.44	6.44
Unweighted n	664	664	664	127	127
Weighted n (in 1000s)	152	152	152	41	41
Public 2-year	19.3	1.4	17.9	7.2	92.8
S.E.	0.93	0.24	0.88	1.17	1.17
Unweighted n	3,954	3,954	3,954	639	639
Weighted n (in 1000s)	4,789	4,789	4,789	923	923
Public vocational–technical	36.0	0.7	35.2	2.0	98.0
S.E.	3.57	0.45	3.64	1.28	1.28
Unweighted n	610	610	610	191	191
Weighted n (in 1000s)	117	117	117	42	42
Private, not-for-profit less-than-4-year	23.0	1.0	22.0	4.4	95.6
S.E.	3.19	0.41	3.28	1.98	1.98
Unweighted n	1,335	1,335	1,335	272	272
Weighted n (in 1000s)	144	144	144	33	33
Private, for-profit	20.0	0.6	19.4	3.0	97.0
S.E.	1.40	0.20	1.37	0.98	0.98
Unweighted n	3,144	3,144	3,144	585	585
Weighted n (in 1000s)	554	554	554	111	111

Table A87—Standard errors for table 89: Percentage distribution of subbaccalaureate students who had previously earned various degrees, by type of previous degree and selected student enrollment characteristics: 1995–96—Continued

Selected student enrollment characteristics	Of all subbaccalaureate students			Of previous degree holders	
	Any previous degree	Bacca-laureate or higher	Subbaccalaureate degree	Bacca-laureate or higher	Subbaccalaureate degree
Major field category					
Vocational	22.6	1.2	21.4	5.4	94.6
S.E.	1.00	0.29	0.97	1.27	1.27
Unweighted n	6,939	6,939	6,939	1,415	1,415
Weighted n (in 1000s)	3,049	3,049	3,049	690	690
Academic	17.1	2.0	15.1	11.9	88.1
S.E.	1.51	0.36	1.49	2.18	2.18
Unweighted n	1,949	1,949	1,949	306	306
Weighted n (in 1000s)	1,447	1,447	1,447	248	248
Major not reported	19.3	4.2	15.1	21.7	78.3
S.E.	1.84	0.59	1.60	2.80	2.80
Unweighted n	1,926	1,926	1,926	299	299
Weighted n (in 1000s)	1,576	1,576	1,576	304	304
Degree pursuing					
Certificate	29.7	3.4	26.3	11.5	88.5
S.E.	1.48	0.52	1.41	1.72	1.72
Unweighted n	4,375	4,375	4,375	1,073	1,073
Weighted n (in 1000s)	1,374	1,374	1,374	409	409
Associate's	16.7	1.1	15.7	6.4	93.6
S.E.	0.81	0.22	0.79	1.25	1.25
Unweighted n	5,818	5,818	5,818	820	820
Weighted n (in 1000s)	4,277	4,277	4,277	716	716
Nondegree program	27.7	9.4	18.2	34.0	66.0
S.E.	3.52	1.96	3.42	6.98	6.98
Unweighted n	621	621	621	127	127
Weighted n (in 1000s)	421	421	421	117	117

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study.

Table A88—Standard errors for table 90: Percentage distribution of subbaccalaureate students according to type of institution, by major field category: 1989–90 and 1995–96

Major field category	Public 4-year	Private, not-for-profit 4-year	Public 2-year	Private, not-for-profit less-than-4-year	Public vocational– technical	Private, for-profit
1989–90						
Total	10.1	4.6	67.1	2.6	2.3	13.2
S.E.	0.96	0.41	1.59	0.29	0.54	1.00
Unweighted n	21,329	21,329	21,329	21,329	21,329	21,329
Weighted n (in 1000s)	10,165	10,165	10,165	10,165	10,165	10,165
Vocational	7.0	3.6	59.7	3.4	3.8	22.5
S.E.	0.98	0.47	1.96	0.43	0.86	1.60
Unweighted n	14,070	14,070	14,070	14,070	14,070	14,070
Weighted n (in 1000s)	5,517	5,517	5,517	5,517	5,517	5,517
Academic	14.1	5.9	73.2	2.4	0.7	3.7
S.E.	1.53	0.92	2.10	0.56	0.30	0.91
Unweighted n	3,788	3,788	3,788	3,788	3,788	3,788
Weighted n (in 1000s)	2,222	2,222	2,222	2,222	2,222	2,222
Major not reported	13.5	5.9	78.3	1.1	0.2	1.0
S.E.	1.70	0.79	2.20	0.28	0.07	0.23
Unweighted n	3,471	3,471	3,471	3,471	3,471	3,471
Weighted n (in 1000s)	2,426	2,426	2,426	2,426	2,426	2,426
1995–96						
Total	5.4	2.9	78.5	2.3	2.1	8.8
S.E.	0.50	0.40	0.92	0.32	0.40	0.54
Unweighted n	16,932	16,932	16,932	16,932	16,932	16,932
Weighted n (in 1000s)	9,725	9,725	9,725	9,725	9,725	9,725
Vocational	3.4	2.0	71.0	3.5	4.0	16.1
S.E.	0.54	0.39	1.56	0.61	0.63	1.12
Unweighted n	10,672	10,672	10,672	10,672	10,672	10,672
Weighted n (in 1000s)	4,789	4,789	4,789	4,789	4,789	4,789
Academic	6.2	3.9	86.3	1.4	0.4	1.8
S.E.	0.84	0.80	1.38	0.41	0.09	0.54
Unweighted n	2,925	2,925	2,925	2,925	2,925	2,925
Weighted n (in 1000s)	2,193	2,193	2,193	2,193	2,193	2,193
Major not reported	8.2	3.6	85.3	0.8	0.3	1.7
S.E.	0.85	0.60	1.33	0.27	0.22	0.68
Unweighted n	3,335	3,335	3,335	3,335	3,335	3,335
Weighted n (in 1000s)	2,744	2,744	2,744	2,744	2,744	2,744

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A89—Standard errors for table 91: Percentage distribution of subbaccalaureate students according to sex, by major field category: 1995–96

Major field category	Male	Female
Total	41.7	58.3
S.E.	0.80	0.80
Unweighted n	16,932	16,932
Weighted n (in 1000s)	9,725	9,725
Vocational	41.6	58.4
S.E.	1.21	1.21
Unweighted n	10,672	10,672
Weighted n (in 1000s)	4,789	4,789
Academic	36.5	63.5
S.E.	1.67	1.67
Unweighted n	2,925	2,925
Weighted n (in 1000s)	2,193	2,193
Major not reported	45.9	54.1
S.E.	1.43	1.43
Unweighted n	3,335	3,335
Weighted n (in 1000s)	2,744	2,744

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study.

Table A90—Standard errors for table 92: Percentage distribution of subbaccalaureate students majoring in an academic, vocational, or unreported field, by race–ethnicity: 1989–90 and 1995–96

Race–ethnicity	1989–90			1995–96		
	Academic	Vocational	Major not reported	Academic	Vocational	Major not reported
Total	21.8	54.3	23.9	22.6	49.2	28.2
S.E.	0.99	1.27	1.45	1.29	1.43	1.52
Unweighted n	21,329	21,329	21,329	16,932	16,932	16,932
Weighted n (in 1000s)	10,165	10,165	10,165	9,725	9,725	9,725
American Indian/Alaska Native	22.4	52.5	25.1	25.2	44.1	30.7
S.E.	5.04	5.25	5.24	5.91	6.47	6.60
Unweighted n	196	196	196	232	232	232
Weighted n (in 1000s)	96	96	96	114	114	114
Asian/Pacific Islander	20.6	49.9	29.6	26.1	44.6	29.2
S.E.	3.09	3.53	3.57	3.62	3.86	3.97
Unweighted n	747	747	747	877	877	877
Weighted n (in 1000s)	467	467	467	479	479	479
Black, non-Hispanic	15.4	67.7	16.9	21.2	57.7	21.2
S.E.	1.55	2.44	1.97	2.21	2.45	1.88
Unweighted n	3,026	3,026	3,026	2,611	2,611	2,611
Weighted n (in 1000s)	1,162	1,162	1,162	1,312	1,312	1,312
Hispanic	20.7	55.8	23.5	21.2	48.4	30.3
S.E.	2.30	2.77	2.41	2.22	3.29	3.21
Unweighted n	2,197	2,197	2,197	2,232	2,232	2,232
Weighted n (in 1000s)	961	961	961	1,156	1,156	1,156
Other	—	—	—	14.1	57.3	28.6
S.E.	—	—	—	4.60	8.12	8.55
Unweighted n	—	—	—	126	126	126
Weighted n (in 1000s)	—	—	—	49	49	49
White, non-Hispanic	23.1	52.3	24.6	22.8	48.1	29.1
S.E.	1.09	1.40	1.70	1.61	1.62	1.67
Unweighted n	15,163	15,163	15,163	10,854	10,854	10,854
Weighted n (in 1000s)	7,478	7,478	7,478	6,614	6,614	6,614

—Data not available.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A91—Standard errors for table 93: Percentage distribution of subbaccalaureate students majoring in an academic, vocational, or unreported field, by disability status: 1989–90 and 1995–96

Disability status	1989–90			1995–96		
	Academic	Vocational	Major not reported	Academic	Vocational	Major not reported
Total	21.9	54.3	23.9	22.6	49.2	28.2
S.E.	0.99	1.27	1.45	1.29	1.43	1.52
Unweighted n	21,329	21,329	21,329	16,932	16,932	16,932
Weighted n (in 1000s)	10,165	10,165	10,165	9,725	9,725	9,725
Has disability	22.3	51.8	25.9	23.7	49.0	27.3
S.E.	1.65	2.49	2.52	3.22	3.50	3.37
Unweighted n	1,460	1,460	1,460	753	753	753
Weighted n (in 1000s)	768	768	768	422	422	422
No disability	22.6	52.7	24.7	24.1	50.3	25.7
S.E.	1.12	1.31	1.55	1.49	1.65	1.66
Unweighted n	10,569	10,569	10,569	9,701	9,701	9,701
Weighted n (in 1000s)	5,543	5,543	5,543	5,450	5,450	5,450
Disability status not reported	20.7	57.0	22.3	20.3	47.8	31.9
S.E.	1.19	1.50	1.52	1.41	1.61	1.80
Unweighted n	9,300	9,300	9,300	6,478	6,478	6,478
Weighted n (in 1000s)	3,854	3,854	3,854	3,853	3,853	3,853

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A92—Standard errors for table 94: Percentage distribution of subbaccalaureate students according to their postsecondary grade point average (GPA), by major field category: 1989–90 and 1995–96

Major field category	GPA in 1989–90				GPA in 1995–96			
	3.5 or more	2.6–3.49	1.6–2.59	1.59 or less	3.5 or more	2.6–3.49	1.6–2.59	1.59 or less
Total	27.9	31.5	27.7	13.0	23.3	35.0	23.7	18.0
S.E.	0.78	0.58	0.66	0.70	0.83	0.82	0.81	0.69
Unweighted n	14,632	14,632	14,632	14,632	13,253	13,253	13,253	13,253
Weighted n (in 1000s)	7,653	7,653	7,653	7,653	8,577	8,577	8,577	8,577
Vocational	27.6	32.1	28.1	12.2	23.7	38.9	22.9	14.5
S.E.	0.99	0.80	0.93	0.80	1.00	1.01	1.01	0.80
Unweighted n	9,069	9,069	9,069	9,069	7,676	7,676	7,676	7,676
Weighted n (in 1000s)	4,028	4,028	4,028	4,028	4,028	4,028	4,028	4,028
Academic	27.7	32.6	28.2	11.4	20.2	35.4	29.4	15.0
S.E.	1.18	1.23	1.35	0.96	1.26	1.74	1.40	1.12
Unweighted n	2,930	2,930	2,930	2,930	2,577	2,577	2,577	2,577
Weighted n (in 1000s)	1,784	1,784	1,784	1,784	2,078	2,078	2,078	2,078
Major not reported	28.5	29.0	26.3	16.2	25.2	28.2	20.2	26.4
S.E.	1.39	1.15	1.23	1.33	1.50	1.41	1.36	1.39
Unweighted n	2,633	2,633	2,633	2,633	3,000	3,000	3,000	3,000
Weighted n (in 1000s)	1,841	1,841	1,841	1,841	2,471	2,471	2,471	2,471

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A93—Standard errors for table 95: Percentage distribution of subbaccalaureate students majoring in an academic, vocational, or unreported field, by age: 1989–90 and 1995–96

Age	1989–90			1995–96		
	Academic	Vocational	Major not reported	Academic	Vocational	Major not reported
Total	21.9	54.3	23.9	22.6	49.2	28.2
S.E.	0.99	1.27	1.45	1.29	1.43	1.52
Unweighted n	21,329	21,329	21,329	16,932	16,932	16,932
Weighted n (in 1000s)	10,165	10,165	10,165	9,725	9,725	9,725
20 years or younger	24.4	51.5	24.0	28.8	44.4	26.9
S.E.	1.41	1.34	1.52	2.01	1.80	1.81
Unweighted n	6,815	6,815	6,815	5,492	5,492	5,492
Weighted n (in 1000s)	3,017	3,017	3,017	2,642	2,642	2,642
21–23 years	24.6	54.2	21.2	26.9	49.9	23.2
S.E.	1.61	1.73	1.51	2.03	2.21	2.17
Unweighted n	3,619	3,619	3,619	2,853	2,853	2,853
Weighted n (in 1000s)	1,636	1,636	1,636	1,629	1,629	1,629
24–29 years	20.4	56.6	23.0	21.0	53.7	25.3
S.E.	1.32	1.65	1.57	1.78	2.13	1.95
Unweighted n	3,836	3,836	3,836	3,331	3,331	3,331
Weighted n (in 1000s)	1,840	1,840	1,840	2,008	2,008	2,008
30 years or older	20.7	52.0	27.3	16.6	50.1	33.3
S.E.	1.19	2.01	2.38	1.35	1.92	2.07
Unweighted n	6,002	6,002	6,002	5,256	5,256	5,256
Weighted n (in 1000s)	3,283	3,283	3,283	3,445	3,445	3,445

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A94—Standard errors for table 96: Percentage distribution of subbaccalaureate students according to age, by major field category: 1989–90 and 1995–96

Major field category	1989–90				1995–96			
	20 years or younger	21–23 years	24–29 years	30 years or older	20 years or younger	21–23 years	24–29 years	30 years or older
Total	30.9	16.7	18.8	33.6	27.2	16.8	20.6	35.4
S.E.	0.81	0.49	0.47	0.94	0.88	0.60	0.64	0.97
Unweighted n	20,272	20,272	20,272	20,272	16,932	16,932	16,932	16,932
Weighted n (in 1000s)	9,776	9,776	9,776	9,776	9,725	9,725	9,725	9,725
Vocational	30.0	17.1	20.1	32.9	24.5	17.0	22.5	36.0
S.E.	0.93	0.57	0.62	1.00	0.97	0.81	0.82	1.20
Unweighted n	13,163	13,163	13,163	13,163	10,672	10,672	10,672	10,672
Weighted n (in 1000s)	5,189	5,189	5,189	5,189	4,789	4,789	4,789	4,789
Academic	33.5	18.3	17.1	31.0	34.7	20.0	19.2	26.1
S.E.	1.31	1.08	0.93	1.40	1.79	1.33	1.49	1.60
Unweighted n	3,725	3,725	3,725	3,725	2,925	2,925	2,925	2,925
Weighted n (in 1000s)	2,196	2,196	2,196	2,196	2,193	2,193	2,193	2,193
Major not reported	30.3	14.5	17.7	37.5	25.9	13.8	18.5	41.8
S.E.	1.83	0.89	0.84	2.19	1.50	1.01	1.23	1.90
Unweighted n	3,384	3,384	3,384	3,384	3,335	3,335	3,335	3,335
Weighted n (in 1000s)	2,392	2,392	2,392	2,392	2,744	2,744	2,744	2,744

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A95—Standard errors for table 97: Percentage distribution of subbaccalaureate students according to their financial aid status, by major field category: 1989–90 and 1995–96

Major field category	1989–90		1995–96	
	Received aid	No aid	Received aid	No aid
Total	38.1	61.9	40.7	59.3
S.E.	1.09	1.09	1.10	1.10
Unweighted n	21,329	21,329	16,932	16,932
Weighted n (in 1000s)	10,165	10,165	9,725	9,725
Vocational	46.3	53.7	49.8	50.2
S.E.	1.33	1.33	1.42	1.42
Unweighted n	14,070	14,070	10,672	10,672
Weighted n (in 1000s)	5,517	5,517	4,789	4,789
Academic	31.6	68.4	39.3	60.7
S.E.	1.57	1.57	1.87	1.87
Unweighted n	3,788	3,788	2,925	2,925
Weighted n (in 1000s)	2,222	2,222	2,193	2,193
Major not reported	25.5	74.5	25.8	74.2
S.E.	1.38	1.38	1.62	1.62
Unweighted n	3,471	3,471	3,335	3,335
Weighted n (in 1000s)	2,426	2,426	2,744	2,744

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A96—Standard errors for table 98: Percentage distribution of subbaccalaureate students according to their dependency and marital status, by major field category: 1989–90 and 1995–96

Major field category	1989–90						1995–96					
	Dependency status		Marital status*				Dependency status		Marital status*			
			Not married, no dependents	Not married, with dependents	Married, no dependents	Married, with dependents			Not married, no dependents	Not married, with dependents	Married, no dependents	Married, with dependents
Dependent	Independent	no dependents	with dependents	no dependents	with dependents	Dependent	Independent	no dependents	with dependents	no dependents	with dependents	
Total	36.8	63.2	57.6	7.4	13.9	21.2	37.5	62.5	57.0	16.9	10.8	15.3
S.E.	0.97	0.97	0.96	0.37	0.42	0.67	1.00	1.00	1.02	0.71	0.60	0.68
Unweighted n	21,222	21,222	16,459	16,459	16,459	16,459	16,932	16,932	16,932	16,932	16,932	16,932
Weighted n (in 1000s)	10,120	10,120	8,639	8,639	8,639	8,639	9,725	9,725	9,725	9,725	9,725	9,725
Vocational	34.0	66.0	54.8	9.1	14.4	21.6	33.5	66.5	52.2	20.0	10.9	16.9
S.E.	1.01	1.01	1.07	0.46	0.56	0.81	1.09	1.09	1.20	0.95	0.72	0.82
Unweighted n	14,008	14,008	10,402	10,402	10,402	10,402	10,672	10,672	10,672	10,672	10,672	10,672
Weighted n (in 1000s)	5,491	5,491	4,516	4,516	4,516	4,516	4,789	4,789	4,789	4,789	4,789	4,789
Academic	42.9	57.1	63.7	5.0	11.8	19.5	47.9	52.1	66.0	14.3	8.6	11.1
S.E.	1.50	1.50	1.40	0.55	0.74	1.08	2.09	2.09	1.80	1.32	1.05	0.96
Unweighted n	3,772	3,772	3,118	3,118	3,118	3,118	2,925	2,925	2,925	2,925	2,925	2,925
Weighted n (in 1000s)	2,214	2,214	1,959	1,959	1,959	1,959	2,193	2,193	2,193	2,193	2,193	2,193
Major not reported	37.3	62.7	57.7	5.9	14.7	21.7	36.1	63.9	58.2	13.7	12.4	15.7
S.E.	2.16	2.16	2.00	0.73	0.77	1.42	1.69	1.69	1.70	0.99	1.00	1.39
Unweighted n	3,442	3,442	2,939	2,939	2,939	2,939	3,335	3,335	3,335	3,335	3,335	3,335
Weighted n (in 1000s)	2,415	2,415	2,164	2,164	2,164	2,164	2,744	2,744	2,744	2,744	2,744	2,744

*The data in the “Marital status” columns for 1989–90 and 1995–96 are not directly comparable due to missing data in 1989–90 on this variable (about 23 percent missing) and no missing data in 1995–96.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A97—Standard errors for table 99: Percentage distribution of subbaccalaureate students majoring in an academic, vocational, or unreported field, by parental education: 1995–96

Parental education	Academic	Vocational	Major not reported
Total	22.6	49.2	28.2
S.E.	1.29	1.43	1.52
Unweighted n	16,932	16,932	16,932
Weighted n (in 1000s)	9,725	9,725	9,725
Less than high school	21.5	50.8	27.6
S.E.	3.00	3.27	3.47
Unweighted n	1,170	1,170	1,170
Weighted n (in 1000s)	663	663	663
High school completion	20.5	58.8	20.7
S.E.	1.58	1.96	1.75
Unweighted n	5,298	5,298	5,298
Weighted n (in 1000s)	2,615	2,615	2,615
Some trade/vocational	27.4	42.7	29.9
S.E.	3.49	4.39	3.80
Unweighted n	443	443	443
Weighted n (in 1000s)	287	287	287
Some college	26.7	51.8	21.5
S.E.	2.59	2.83	2.59
Unweighted n	1,158	1,158	1,158
Weighted n (in 1000s)	713	713	713
Bachelor's degree	28.6	44.5	26.9
S.E.	2.67	2.70	2.44
Unweighted n	1,456	1,456	1,456
Weighted n (in 1000s)	889	889	889
Graduate degree	35.3	35.2	29.5
S.E.	3.79	3.32	3.07
Unweighted n	879	879	879
Weighted n (in 1000s)	537	537	537
Not reported	19.9	45.7	34.3
S.E.	1.42	1.56	1.86
Unweighted n	6,528	6,528	6,528
Weighted n (in 1000s)	4,021	4,021	4,021

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study.

Table A98—Standard errors for table 100: Percentage distribution of subbaccalaureate students according to vocational major subcategory, by sex: 1989–90 and 1995–96

Sex	Any vocational major	Agri-culture	Business and office	Marketing and distri-bution	Health	Home economics	Technical education					Other vocational
							Total	Protective services	Computers data processing	Engineering/ science tech-nologies	Trade and industry	
1989–90												
Total	54.3	0.4	17.1	1.1	10.6	2.2	14.3	2.2	3.8	8.3	2.5	6.1
S.E.	1.27	0.07	0.68	0.18	0.58	0.20	0.67	0.26	0.33	0.52	0.29	0.45
Unweighted n	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329
Weighted n (in 1000s)	10,165	10,165	10,165	10,165	10,165	10,165	10,165	10,165	10,165	10,165	10,165	10,165
Male	54.7	0.6	14.6	0.9	5.1	1.4	24.4	3.8	4.0	16.6	5.1	2.7
S.E.	1.38	0.13	0.70	0.16	0.42	0.21	1.11	0.55	0.43	0.96	0.59	0.28
Unweighted n	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107
Weighted n (in 1000s)	4,157	4,157	4,157	4,157	4,157	4,157	4,157	4,157	4,157	4,157	4,157	4,157
Female	51.9	0.3	18.4	1.2	14.5	3.0	6.4	0.9	3.5	2.0	0.4	7.8
S.E.	1.45	0.06	0.83	0.19	0.78	0.31	0.46	0.15	0.37	0.23	0.09	0.56
Unweighted n	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998
Weighted n (in 1000s)	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517
1995–96												
Total	49.2	0.7	14.1	0.5	10.9	1.8	11.6	2.8	2.7	6.1	3.1	6.6
S.E.	1.43	0.21	0.64	0.12	0.71	0.27	0.67	0.27	0.28	0.59	0.39	0.54
Unweighted n	16,932	16,932	16,932	16,932	16,932	16,932	16,932	16,932	16,932	16,932	16,932	16,932
Weighted n (in 1000s)	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725
Male	49.2	0.9	11.5	0.3	4.1	1.7	20.8	5.0	3.7	12.1	7.0	2.8
S.E.	1.80	0.32	0.82	0.10	0.50	0.39	1.28	0.57	0.45	1.20	0.86	0.38
Unweighted n	6,760	6,760	6,760	6,760	6,760	6,760	6,760	6,760	6,760	6,760	6,760	6,760
Weighted n (in 1000s)	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053
Female	49.3	0.5	15.9	0.6	15.8	1.9	4.9	1.1	2.1	1.7	0.4	9.2
S.E.	1.48	0.18	0.87	0.17	0.99	0.34	0.40	0.20	0.26	0.24	0.12	0.76
Unweighted n	10,172	10,172	10,172	10,172	10,172	10,172	10,172	10,172	10,172	10,172	10,172	10,172
Weighted n (in 1000s)	5,672	5,672	5,672	5,672	5,672	5,672	5,672	5,672	5,672	5,672	5,672	5,672

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A99—Standard errors for table 101: Percentage of subbaccalaureate students who worked while enrolled and, of those who worked, percentage distribution according to average hours worked per week, by major field category: 1989–90 and 1995–96

Major field category	Worked for pay	Hours worked per week		
		Fewer than 20	20–34	35 or more
1989–90				
Total	79.7	—	—	—
S.E.	0.60	—	—	—
Unweighted n	16,736	—	—	—
Weighted n (in 1000s)	8,871	—	—	—
Vocational	79.0	—	—	—
S.E.	0.62	—	—	—
Unweighted n	10,549	—	—	—
Weighted n (in 1000s)	4,623	—	—	—
Academic	80.1	—	—	—
S.E.	1.07	—	—	—
Unweighted n	3,172	—	—	—
Weighted n (in 1000s)	2,004	—	—	—
Major not reported	80.9	—	—	—
S.E.	1.14	—	—	—
Unweighted n	3,015	—	—	—
Weighted n (in 1000s)	2,244	—	—	—
1995–96				
Total	80.6	11.6	30.9	57.5
S.E.	0.92	0.81	1.29	1.41
Unweighted n	10,365	7,377	7,377	7,377
Weighted n (in 1000s)	9,259	7,466	7,466	7,466
Vocational	77.3	10.8	30.1	59.1
S.E.	1.34	0.91	1.59	1.82
Unweighted n	6,652	4,497	4,497	4,497
Weighted n (in 1000s)	4,613	3,564	3,564	3,564
Academic	82.3	15.8	37.1	47.1
S.E.	1.67	2.16	2.34	2.70
Unweighted n	1,867	1,427	1,427	1,427
Weighted n (in 1000s)	2,142	1,762	1,762	1,762
Major not reported	85.4	9.5	27.0	63.5
S.E.	1.43	1.55	2.70	3.08
Unweighted n	1,846	1,453	1,453	1,453
Weighted n (in 1000s)	2,505	2,140	2,140	2,140

—Data not available.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 and 1995–96 National Postsecondary Student Aid Study.

Table A100—Standard errors for table 102: Percentage of subbaccalaureate students participating in various school-related work experience programs, by major field category: 1995–96

Major field category	Any school-related work experience program	Internship	Apprenticeship	Cooperative education
Total	8.3	4.4	2.2	2.3
S.E.	0.84	0.52	0.59	0.38
Unweighted n	7,566	7,295	6,950	6,956
Weighted n (in 1000s)	7,191	6,895	6,743	6,747
Vocational	9.5	4.5	3.3	2.4
S.E.	1.16	0.59	1.04	0.40
Unweighted n	4,719	4,522	4,296	4,271
Weighted n (in 1000s)	3,597	3,409	3,367	3,333
Academic	10.0	6.9	1.6	2.0
S.E.	2.00	1.61	0.97	0.69
Unweighted n	1,454	1,417	1,340	1,351
Weighted n (in 1000s)	1,740	1,683	1,591	1,598
Major not reported	4.4	1.6	0.6	2.3
S.E.	0.94	0.33	0.30	0.81
Unweighted n	1,393	1,356	1,314	1,334
Weighted n (in 1000s)	1,854	1,803	1,785	1,816

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study.

Table A101—Standard errors for table 103: Percentage of 1989–90 beginning postsecondary students not enrolled in February 1994 who reported various links between their postsecondary education and their most recent principal job, and who had at least one job related to their studies, by major field category and degrees attained: 1994

Major field category and degrees attained	Apply skills from school	Use tools/equipment trained on at school	Needed education to get job	First job after postsecondary education different from last job during postsecondary education	Had at least one job while enrolled that was related to studies
Total	76.8	84.9	57.0	31.9	13.1
S.E.	1.62	1.43	1.88	1.09	0.77
Unweighted n	1,677	1,679	1,676	3,960	3,993
Weighted n (in 1000s)	605	606	605	1,485	1,502
Most recent major					
Academic	71.1	84.0	61.8	31.0	16.5
S.E.	3.53	3.10	3.84	2.29	1.44
Unweighted n	372	373	373	1,165	1,170
Weighted n (in 1000s)	99	99	99	371	376
Vocational	77.6	85.2	58.2	30.1	13.3
S.E.	2.02	1.71	2.35	1.44	0.97
Unweighted n	1,128	1,129	1,127	2,273	2,292
Weighted n (in 1000s)	426	426	426	877	887
Types of degrees attained 1989–94					
None	69.6	75.8	38.6	30.7	5.9
S.E.	3.27	2.83	3.55	1.66	0.85
Unweighted n	441	441	441	1,456	1,470
Weighted n (in 1000s)	246	246	246	745	756
Certificate	85.4	92.8	68.5	40.2	9.2
S.E.	4.09	2.19	4.17	3.12	1.47
Unweighted n	398	398	397	732	735
Weighted n (in 1000s)	124	124	124	238	241
Associate's	90.5	95.2	71.7	24.2	20.4
S.E.	2.69	1.99	5.20	3.37	3.50
Unweighted n	181	181	181	314	315
Weighted n (in 1000s)	80	80	80	141	142
Bachelor's	72.7	87.6	70.7	32.9	29.8
S.E.	2.46	1.86	2.34	1.74	1.60
Unweighted n	609	611	609	1,341	1,353
Weighted n (in 1000s)	131	132	131	309	311

NOTE: Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A102—Standard errors for table 104: Percentage distribution of 1989–90 beginning postsecondary students who were enrolled in 1994 according to their February 1994 employment status and of those employed, type of primary occupation in 1993, by selected student and institutional characteristics

Selected student and institutional characteristics	Employment status in Feb. 1994		Primary occupation in 1993					
	Not employed	Employed	Clerical	Services/sales	Man-gerial/computer	Profes-sional	Craft/re-pair/labor/machining	Other
Total	34.7	65.3	27.2	26.4	19.8	10.2	11.1	5.4
S.E.	1.51	1.51	1.52	1.47	1.45	0.99	1.17	0.89
Unweighted n	1,990	1,990	1,705	1,705	1,705	1,705	1,705	1,705
Weighted n (in 1000s)	798	798	675	675	675	675	675	675
Most recent major								
Academic	37.2	62.8	30.7	30.8	14.5	9.8	9.1	5.2
S.E.	2.34	2.34	2.40	2.36	1.74	1.20	1.70	1.10
Unweighted n	909	909	781	781	781	781	781	781
Weighted n (in 1000s)	321	321	278	278	278	278	278	278
Vocational	32.6	67.4	25.4	22.7	24.4	9.8	13.2	4.5
S.E.	1.99	1.99	2.11	2.07	2.15	1.40	1.78	1.11
Unweighted n	969	969	842	842	842	842	842	842
Weighted n (in 1000s)	418	418	356	356	356	356	356	356
Level of institution in 1989–90								
4-year	35.9	64.1	26.8	27.2	17.9	13.0	9.1	6.0
S.E.	1.54	1.54	1.44	1.45	1.23	1.16	1.01	1.06
Unweighted n	1,595	1,595	1,382	1,382	1,382	1,382	1,382	1,382
Weighted n (in 1000s)	456	456	392	392	392	392	392	392
Less-than-4-year	33.2	66.8	27.7	25.4	22.4	6.2	13.8	4.5
S.E.	2.88	2.88	3.12	2.88	2.91	1.72	2.43	1.51
Unweighted n	395	395	323	323	323	323	323	323
Weighted n (in 1000s)	342	342	283	283	283	283	283	283
Control of institution in 1989–90								
Public	34.1	65.9	26.6	27.4	20.5	9.0	11.0	5.6
S.E.	1.80	1.80	1.83	1.77	1.75	1.18	1.40	1.08
Unweighted n	1,024	1,024	873	873	873	873	873	873
Weighted n (in 1000s)	651	651	549	549	549	549	549	549
Private, not-for-profit	37.8	62.2	29.9	23.5	17.1	15.7	8.8	5.0
S.E.	2.13	2.13	1.74	1.54	1.41	1.35	1.28	0.87
Unweighted n	887	887	773	773	773	773	773	773
Weighted n (in 1000s)	129	129	113	113	113	113	113	113
Private, for-profit	34.4	65.6	26.0	14.2	16.1	12.4	31.4	0.0
S.E.	6.90	6.90	6.21	4.39	5.84	4.94	9.03	0.00
Unweighted n	79	79	59	59	59	59	59	59
Weighted n (in 1000s)	18	18	14	14	14	14	14	14

Table A102—Standard errors for table 104: Percentage distribution of 1989–90 beginning postsecondary students who were enrolled in 1994 according to their February 1994 employment status and of those employed, type of primary occupation in 1993, by selected student and institutional characteristics—Continued

Selected student and institutional characteristics	Employment status in Feb. 1994		Primary occupation in 1993					
	Not employed	Employed	Clerical	Services/sales	Managerial/computer	Professional	Craft/repair/labor/machining	Other
Primary occupation in 1990								
Clerical	19.8	80.2	60.9	7.8	20.8	5.2	3.9	1.4
S.E.	5.36	5.36	7.81	2.57	7.43	2.20	3.00	1.44
Unweighted n	99	99	87	87	87	87	87	87
Weighted n (in 1000s)	45	45	40	40	40	40	40	40
Services/sales	19.8	80.2	31.0	44.2	11.9	3.6	4.5	4.9
S.E.	4.98	4.98	6.61	7.39	5.15	1.54	3.10	3.32
Unweighted n	120	120	109	109	109	109	109	109
Weighted n (in 1000s)	54	54	50	50	50	50	50	50
Managerial/computer	24.2	75.8	26.4	15.2	30.0	9.3	6.2	13.0
S.E.	8.78	8.78	9.26	7.11	8.63	6.98	4.26	7.71
Unweighted n	63	63	61	61	61	61	61	61
Weighted n (in 1000s)	40	40	38	38	38	38	38	38
Professional	—	—	—	—	—	—	—	—
S.E.	—	—	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—	—	—
Craft/repair/labor/machining	36.8	63.3	8.4	20.1	9.0	7.4	47.6	7.6
S.E.	8.87	8.87	3.42	8.06	3.74	4.10	10.10	4.92
Unweighted n	64	64	58	58	58	58	58	58
Weighted n (in 1000s)	30	30	27	27	27	27	27	27
Other	—	—	—	—	—	—	—	—
S.E.	—	—	—	—	—	—	—	—
Unweighted n	—	—	—	—	—	—	—	—
Weighted n (in 1000s)	—	—	—	—	—	—	—	—

—Too few sample observations for a reliable estimate.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A103—Standard errors for table 105: Percentage distribution of 1989–90 beginning postsecondary students according to their educational aspirations, by major field category and degree goal in 1989–90

Major field category and degree goal	Highest level of education ever expected to complete			
	Trade school, including credential	Some college, associate's degree	Bachelor's degree	Graduate/professional degree
Total	9.1	12.8	35.9	42.1
S.E.	0.62	0.81	1.07	1.04
Unweighted n	6,407	6,407	6,407	6,407
Weighted n (in 1000s)	2,454	2,454	2,454	2,454
Major in 1989–90				
Academic	1.3	7.3	33.5	57.9
S.E.	0.52	1.23	1.68	1.81
Unweighted n	2,050	2,050	2,050	2,050
Weighted n (in 1000s)	703	703	703	703
Vocational	12.2	15.0	36.0	36.9
S.E.	1.00	1.13	1.40	1.38
Unweighted n	3,041	3,041	3,041	3,041
Weighted n (in 1000s)	1,185	1,185	1,185	1,185
Degree working toward in 1989–90				
Certificate/license	42.4	23.8	21.8	12.0
S.E.	3.01	2.64	2.42	1.88
Unweighted n	852	852	852	852
Weighted n (in 1000s)	266	266	266	266
Associate's total	5.3	22.7	42.5	29.5
S.E.	0.92	1.98	2.34	2.01
Unweighted n	814	814	814	814
Weighted n (in 1000s)	552	552	552	552
Academic associate's	3.4	16.1	47.2	33.3
S.E.	1.94	3.36	4.34	4.00
Unweighted n	220	220	220	220
Weighted n (in 1000s)	165	165	165	165
Vocational associate's	6.1	25.6	40.5	27.9
S.E.	1.07	2.38	2.55	2.27
Unweighted n	594	594	594	594
Weighted n (in 1000s)	387	387	387	387
Bachelor's	0.6	1.2	35.0	63.2
S.E.	0.24	0.32	1.30	1.29
Unweighted n	3,350	3,350	3,350	3,350
Weighted n (in 1000s)	1,006	1,006	1,006	1,006
No credential	9.5	44.9	26.8	18.8
S.E.	4.35	7.34	7.55	6.15
Unweighted n	63	63	63	63
Weighted n (in 1000s)	58	58	58	58

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A104—Standard errors for table 106: Percentage distribution of 1989–90 beginning postsecondary students according to their enrollment and attainment status in spring 1994, by selected student characteristics

Selected student characteristics	Not enrolled in spring 1994			Enrolled in spring 1994		
	Total	No degree	Attained degree	Total	No degree	Attained degree
Total	73.6	36.8	36.8	26.4	13.2	13.2
S.E.	0.97	1.08	1.02	0.97	0.74	0.66
Unweighted n	6,011	6,011	6,011	6,011	6,011	6,011
Weighted n (in 1000s)	2,290	2,290	2,290	2,290	2,290	2,290
Major in 1989–90						
Academic	65.3	24.3	41.1	34.7	16.7	18.0
S.E.	1.96	1.59	1.67	1.96	1.63	1.34
Unweighted n	2,093	2,093	2,093	2,093	2,093	2,093
Weighted n (in 1000s)	724	724	724	724	724	724
Vocational	75.8	36.0	39.7	24.2	12.4	11.9
S.E.	1.26	1.54	1.46	1.26	0.95	0.88
Unweighted n	3,135	3,135	3,135	3,135	3,135	3,135
Weighted n (in 1000s)	1,228	1,228	1,228	1,228	1,228	1,228
Degree working toward in 1989–90						
Certificate/license	89.6	31.7	57.9	10.4	4.1	6.4
S.E.	1.78	2.68	2.90	1.78	1.33	1.37
Unweighted n	912	912	912	912	912	912
Weighted n (in 1000s)	288	288	288	288	288	288
Associate's total	73.7	40.7	33.0	26.3	12.9	13.4
S.E.	2.25	2.42	2.36	2.25	1.82	1.67
Unweighted n	839	839	839	839	839	839
Weighted n (in 1000s)	566	566	566	566	566	566
Academic associate's	63.8	30.6	33.2	36.2	12.6	23.6
S.E.	4.62	4.29	4.17	4.62	3.52	3.82
Unweighted n	227	227	227	227	227	227
Weighted n (in 1000s)	168	168	168	168	168	168
Vocational associate's	77.9	45.0	32.9	22.1	13.1	9.1
S.E.	2.46	2.78	2.70	2.46	2.17	1.54
Unweighted n	612	612	612	612	612	612
Weighted n (in 1000s)	398	398	398	398	398	398
Bachelor's	65.1	23.7	41.4	34.9	17.4	17.5
S.E.	1.26	1.21	1.38	1.26	1.01	0.92
Unweighted n	3,395	3,395	3,395	3,395	3,395	3,395
Weighted n (in 1000s)	1,025	1,025	1,025	1,025	1,025	1,025
No credential	82.2	71.7	10.6	17.8	14.0	3.8
S.E.	5.79	6.84	4.23	5.79	5.53	2.00
Unweighted n	69	69	69	69	69	69
Weighted n (in 1000s)	65	65	65	65	65	65

Table A104—Standard errors for table 106: Percentage distribution of 1989–90 beginning postsecondary students according to their enrollment and attainment status in spring 1994, by selected student characteristics—Continued

Selected student characteristics	Not enrolled in spring 1994			Enrolled in spring 1994		
	Total	No degree	Attained degree	Total	No degree	Attained degree
Transfer status through first degree						
Did not transfer	78.3	39.2	39.1	21.7	9.0	12.7
S.E.	1.04	1.32	1.23	1.04	0.74	0.80
Unweighted n	4,504	4,504	4,504	4,504	4,504	4,504
Weighted n (in 1000s)	1,632	1,632	1,632	1,632	1,632	1,632
Transferred						
Did not transfer	62.0	31.0	31.0	38.0	23.8	14.3
S.E.	1.91	1.74	1.79	1.91	1.68	1.27
Unweighted n	1,507	1,507	1,507	1,507	1,507	1,507
Weighted n (in 1000s)	658	658	658	658	658	658

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A105—Standard errors for table 107: Percentage distribution of 1989–90 beginning postsecondary students according to their attainment status in spring 1994 and, of those who attained a degree, type of degree, by selected student characteristics

Selected student characteristics	No degree total	Attained degree total	Type of degree attained		
			Certificate	Associate's	Bachelor's
Total	50.1	49.9	25.9	22.5	51.6
S.E.	1.09	1.09	1.46	1.43	1.73
Unweighted n	6,011	6,011	3,709	3,709	3,709
Weighted n (in 1000s)	2,290	2,290	1,144	1,144	1,144
Major in 1989–90					
Academic	40.9	59.1	8.6	19.4	72.0
S.E.	1.71	1.71	1.41	2.18	2.43
Unweighted n	2,093	2,093	1,465	1,465	1,465
Weighted n (in 1000s)	724	724	428	428	428
Vocational	48.4	51.6	36.7	22.7	40.6
S.E.	1.56	1.56	2.05	1.78	2.09
Unweighted n	3,135	3,135	2,051	2,051	2,051
Weighted n (in 1000s)	1,228	1,228	634	634	634
Degree working toward in 1989–90					
Certificate/license	35.8	64.2	89.3	8.0	2.8
S.E.	3.04	3.04	2.07	1.96	0.70
Unweighted n	912	912	702	702	702
Weighted n (in 1000s)	288	288	185	185	185
Associate's total	53.6	46.4	25.5	54.1	20.4
S.E.	2.54	2.54	3.29	3.48	2.82
Unweighted n	839	839	468	468	468
Weighted n (in 1000s)	566	566	263	263	263
Academic associate's	43.2	56.8	14.1	58.1	27.9
S.E.	4.38	4.38	3.81	5.53	4.53
Unweighted n	227	227	142	142	142
Weighted n (in 1000s)	168	168	96	96	96
Vocational associate's	58.0	42.0	32.1	51.9	16.1
S.E.	2.77	2.77	4.24	4.27	3.26
Unweighted n	612	612	326	326	326
Weighted n (in 1000s)	398	398	167	167	167
Bachelor's	41.1	58.9	5.3	11.4	83.4
S.E.	1.37	1.37	0.86	1.48	1.66
Unweighted n	3,395	3,395	2,328	2,328	2,328
Weighted n (in 1000s)	1,025	1,025	604	604	604
No credential	85.7	14.4	—	—	—
S.E.	4.71	4.71	—	—	—
Unweighted n	69	69	—	—	—
Weighted n (in 1000s)	65	65	—	—	—

Table A105—Standard errors for table 107: Percentage distribution of 1989–90 beginning postsecondary students according to their attainment status in spring 1994 and, of those who attained a degree, type of degree, by selected student characteristics—Continued

Selected student characteristics	No degree total	Attained degree total	Type of degree attained		
			Certificate	Associate's	Bachelor's
Transfer status through first degree					
Did not transfer	48.2	51.8	21.4	21.8	56.7
S.E.	1.36	1.36	1.52	1.70	1.94
Unweighted n	4,504	4,504	3,016	3,016	3,016
Weighted n (in 1000s)	1,632	1,632	846	846	846
Transferred	54.8	45.3	38.7	24.3	37.0
S.E.	1.93	1.93	3.19	2.63	2.53
Unweighted n	1,507	1,507	693	693	693
Weighted n (in 1000s)	658	658	298	298	298

—Too few sample observations for a reliable estimate.

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A106—Standard errors for table 108: Percentage distribution of 1989–90 beginning postsecondary students according to their transfer status in spring 1994 and, of those who transferred, type of destination institution, by selected student and institutional characteristics

Selected student and institutional characteristics	Did not transfer	Total transferred	Destination institution			
			Level		Control	
			4-year	Less-than-4-year	Public	Private
Total	65.5	34.5	51.6	48.4	77.9	22.1
S.E.	1.12	1.12	1.86	1.86	1.67	1.67
Unweighted n	5,997	5,997	1,781	1,781	1,781	1,781
Weighted n (in 1000s)	2,276	2,276	786	786	786	786
Major in 1989–90						
Academic	63.5	36.5	61.3	38.7	78.2	21.8
S.E.	1.93	1.93	3.30	3.30	2.65	2.65
Unweighted n	2,089	2,089	547	547	547	547
Weighted n (in 1000s)	719	719	262	262	262	262
Vocational	70.7	29.3	52.1	47.9	78.2	21.8
S.E.	1.44	1.44	2.88	2.88	2.52	2.52
Unweighted n	3,129	3,129	826	826	826	826
Weighted n (in 1000s)	1,220	1,220	357	357	357	357
Degree working toward in 1989–90						
Certificate/license	81.0	19.0	27.0	73.0	49.3	50.7
S.E.	2.26	2.26	5.15	5.15	6.02	6.02
Unweighted n	907	907	183	183	183	183
Weighted n (in 1000s)	286	286	54	54	54	54
Associate's total	59.3	40.8	54.8	45.2	79.7	20.3
S.E.	2.39	2.39	3.79	3.79	3.47	3.47
Unweighted n	835	835	316	316	316	316
Weighted n (in 1000s)	559	559	228	228	228	228
Academic associate's	42.3	57.7	62.8	37.2	83.9	16.1
S.E.	4.41	4.41	6.00	6.00	4.32	4.32
Unweighted n	226	226	122	122	122	122
Weighted n (in 1000s)	167	167	96	96	96	96
Vocational associate's	66.5	33.5	48.9	51.1	76.7	23.3
S.E.	2.67	2.67	4.79	4.79	4.32	4.32
Unweighted n	609	609	194	194	194	194
Weighted n (in 1000s)	392	392	131	131	131	131
Bachelor's	69.3	30.7	64.1	36.0	83.5	16.5
S.E.	1.43	1.43	2.76	2.76	1.81	1.81
Unweighted n	3,394	3,394	839	839	839	839
Weighted n (in 1000s)	1,022	1,022	313	313	313	313
No credential	63.9	36.1	29.6	70.5	59.1	40.9
S.E.	7.50	7.50	9.90	9.90	12.55	12.55
Unweighted n	69	69	31	31	31	31
Weighted n (in 1000s)	65	65	24	24	24	24

Table A106—Standard errors for table 108: Percentage distribution of 1989–90 beginning postsecondary students according to their transfer status in spring 1994 and, of those who transferred, type of destination institution, by selected student and institutional characteristics—Continued

Selected student and institutional characteristics	Did not transfer	Total transferred	Destination institution			
			Level		Control	
			4-year	Less-than-4-year	Public	Private
Level of institution in 1989–90						
4-year	70.1	29.9	57.0	43.0	80.7	19.3
S.E.	1.12	1.12	2.01	2.01	1.56	1.56
Unweighted n	3,806	3,806	1,057	1,057	1,057	1,057
Weighted n (in 1000s)	1,001	1,001	299	299	299	299
Less-than 4-year	61.9	38.2	48.4	51.6	76.1	23.9
S.E.	1.74	1.74	2.78	2.78	2.52	2.52
Unweighted n	2,191	2,191	724	724	724	724
Weighted n (in 1000s)	1,275	1,275	486	486	486	486
Control of institution in 1989–90						
Public	63.6	36.4	52.9	47.1	80.0	20.0
S.E.	1.43	1.43	2.29	2.29	2.06	2.06
Unweighted n	2,523	2,523	804	804	804	804
Weighted n (in 1000s)	1,683	1,683	612	612	612	612
Private, not-for-profit	67.9	32.2	57.5	42.5	73.0	27.0
S.E.	1.77	1.77	2.39	2.39	2.27	2.27
Unweighted n	2,478	2,478	753	753	753	753
Weighted n (in 1000s)	364	364	117	117	117	117
Private, for-profit	75.4	24.6	26.3	73.8	64.8	35.2
S.E.	2.02	2.02	3.94	3.94	4.25	4.25
Unweighted n	996	996	224	224	224	224
Weighted n (in 1000s)	230	230	57	57	57	57

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A107—Standard errors for table 109: Percentage of 1989–90 beginning postsecondary students who took an occupational licensing exam by 1994, and, of those who took at least one exam, percentage who took an exam in various fields, by major field category and degree goal

Major field category and degree goal	Took a licensing exam	Type of licensing exam							
		Teachers	Business/finance	Nursing	Other medical	Cosmetology/barbering	Engineering-related	Communications	Other licensing exam
Total	14.0	20.9	12.1	9.4	21.8	8.9	3.1	1.3	28.9
S.E.	0.70	1.82	1.63	1.50	2.24	1.52	0.89	0.67	2.52
Unweighted n	6,126	955	955	955	955	956	956	955	955
Weighted n (in 1000s)	2,345	327	327	327	327	327	327	327	327
Major in 1989–90									
Academic	14.0	58.1	7.7	2.2	15.3	2.2	0.0	0.1	25.1
S.E.	1.13	3.86	2.08	1.61	3.19	1.84	0.00	0.09	3.47
Unweighted n	2,082	313	313	313	313	313	313	313	313
Weighted n (in 1000s)	719	101	101	101	101	101	101	101	101
Vocational	14.6	2.2	15.3	13.4	23.1	12.8	4.3	1.4	32.0
S.E.	1.01	0.82	2.48	2.50	3.23	2.39	1.07	0.91	3.77
Unweighted n	3,118	528	528	528	528	529	529	528	528
Weighted n (in 1000s)	1,217	178	178	178	178	178	178	178	178
Degree working toward in 1989–90									
Certificate/license	20.7	0.9	3.4	13.8	25.7	30.1	0.0	0.2	29.6
S.E.	2.53	0.66	2.66	3.34	5.85	5.80	0.00	0.20	5.96
Unweighted n	906	221	221	221	221	221	221	221	221
Weighted n (in 1000s)	286	59	59	59	59	59	59	59	59
Associate's total	12.7	17.3	6.3	14.5	18.9	3.9	0.2	2.6	41.6
S.E.	1.66	4.62	3.78	5.21	5.45	2.62	0.15	2.20	7.80
Unweighted n	834	118	118	118	118	118	118	118	118
Weighted n (in 1000s)	561	71	71	71	71	71	71	71	71
Academic associate's	11.1	64.6	0.7	0.6	9.1	0.6	0.0	0.0	30.5
S.E.	2.54	9.72	0.70	0.60	8.15	0.65	0.00	0.00	9.22
Unweighted n	225	37	37	37	37	37	37	37	37
Weighted n (in 1000s)	164	18	18	18	18	18	18	18	18
Vocational associate's	13.4	1.0	8.2	19.3	22.2	5.0	0.2	3.4	45.4
S.E.	1.96	0.74	5.04	6.69	6.62	3.60	0.21	3.01	8.92
Unweighted n	609	81	81	81	81	81	81	81	81
Weighted n (in 1000s)	397	53	53	53	53	53	53	53	53
Bachelor's	13.9	33.6	19.1	5.2	19.5	1.8	5.4	0.5	24.1
S.E.	0.79	2.69	2.52	1.39	2.92	0.72	1.33	0.32	2.93
Unweighted n	3,378	491	491	491	491	492	492	491	491
Weighted n (in 1000s)	1,016	140	140	140	140	141	141	140	140
No credential	11.6	—	—	—	—	—	—	—	—
S.E.	4.52	—	—	—	—	—	—	—	—
Unweighted n	69	—	—	—	—	—	—	—	—
Weighted n (in 1000s)	65	—	—	—	—	—	—	—	—

—Too few sample observations for a reliable estimate.

NOTE: Row n's may not add to total n's because of missing data. Estimates appearing as 0.0 or 0.00 may be nonzero but less than 0.05 or 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A108—Standard errors for table 110: Among 1989–90 beginning postsecondary students who took an occupational licensing exam, percentage who passed at least one exam by 1994, and the pass rate by occupational field

	Passed a licensing exam	Type of licensing exam							Other licensing exam
		Teachers	Business/ finance	Nursing	Other medical	Cosme- tology/ barbering	Engin- eering- related	Communi- cations	
Total	91.1	92.7	80.5	97.3	99.0	97.4	95.8	100.0	92.1
S.E.	1.42	2.86	5.03	1.33	0.67	1.19	1.90	0.00	2.52
Unweighted n	956	202	132	111	178	93	34	8	250
Weighted n (in 1000s)	327	65	38	28	69	29	9	4	94

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A109—Standard errors for table 111: Percentage distribution of all adults aged 18 years or older and of those in the labor force according to their employment status, by educational attainment: 1996

Educational attainment	Of all adults			Of those in the labor force	
	Employed	Unemployed	Not in labor force	Employed	Unemployed
Total	65.1	3.2	31.8	95.3	4.7
S.E.	0.17	0.06	0.09	0.09	0.09
Unweighted n	89,406	89,406	89,406	60,553	60,553
Weighted n (in 1000s)	193,486	193,486	193,486	132,013	132,013
Less than high school completion	39.4	4.4	56.2	90.0	10.0
S.E.	0.42	0.17	0.22	0.39	0.39
Unweighted n	15,387	15,387	15,387	6,491	6,491
Weighted n (in 1000s)	34,089	34,089	34,089	14,921	14,921
High school completion	63.7	3.7	32.6	94.5	5.5
S.E.	0.30	0.12	0.15	0.17	0.17
Unweighted n	30,571	30,571	30,571	20,399	20,399
Weighted n (in 1000s)	65,349	65,349	65,349	44,058	44,058
Some college, no degree	69.7	3.0	27.3	95.9	4.2
S.E.	0.37	0.14	0.19	0.19	0.19
Unweighted n	17,451	17,451	17,451	12,625	12,625
Weighted n (in 1000s)	38,233	38,233	38,233	27,809	27,809
Associate's degree	77.5	2.6	20.0	96.8	3.2
S.E.	0.57	0.22	0.29	0.27	0.27
Unweighted n	6,304	6,304	6,304	5,057	5,057
Weighted n (in 1000s)	13,431	13,431	13,431	10,751	10,751
Bachelor's degree or higher	79.6	1.7	18.7	97.9	2.1
S.E.	0.31	0.10	0.16	0.12	0.12
Unweighted n	19,693	19,693	19,693	15,981	15,981
Weighted n (in 1000s)	42,384	42,384	42,384	34,474	34,474

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table A110—Standard errors for table 112: Percentage distribution of 1989–90 beginning postsecondary students who were not enrolled in 1994 according to their February 1994 employment status and of those employed, type of primary occupation in 1993, by selected student and institutional characteristics

Selected student and institutional characteristics	Employment status in Feb. 1994		Primary occupation in 1993					
	Not employed	Employed	Clerical	Services/sales	Managerial/computer	Professional	Craft/repair/labor/machining	Other
Total	21.8	78.2	24.7	21.6	21.0	9.7	15.5	7.6
S.E.	1.05	1.05	1.20	1.15	1.02	0.71	1.02	0.75
Unweighted n	4,220	4,220	3,580	3,580	3,580	3,580	3,580	3,580
Weighted n (in 1000s)	1,585	1,585	1,361	1,361	1,361	1,361	1,361	1,361
Most recent major								
Academic	22.5	77.5	27.4	22.6	19.3	11.4	8.2	11.1
S.E.	2.02	2.02	2.17	1.99	1.93	1.43	1.41	1.42
Unweighted n	1,206	1,206	1,056	1,056	1,056	1,056	1,056	1,056
Weighted n (in 1000s)	385	385	345	345	345	345	345	345
Vocational	20.8	79.2	23.4	21.7	22.2	9.9	17.8	5.0
S.E.	1.33	1.33	1.57	1.57	1.53	0.92	1.37	0.95
Unweighted n	2,411	2,411	2,070	2,070	2,070	2,070	2,070	2,070
Weighted n (in 1000s)	935	935	808	808	808	808	808	808
Level of institution in 1989–90								
4-year	21.7	78.3	24.6	21.9	21.1	14.8	9.4	8.2
S.E.	1.13	1.13	1.30	1.15	1.11	0.93	0.93	0.83
Unweighted n	2,322	2,322	2,012	2,012	2,012	2,012	2,012	2,012
Weighted n (in 1000s)	601	601	521	521	521	521	521	521
Less-than-4-year	21.8	78.2	24.7	21.5	20.9	6.5	19.3	7.1
S.E.	1.53	1.53	1.76	1.68	1.53	0.97	1.55	1.09
Unweighted n	1,898	1,898	1,568	1,568	1,568	1,568	1,568	1,568
Weighted n (in 1000s)	984	984	840	840	840	840	840	840
Control of institution in 1989–90								
Public	20.9	79.1	24.0	22.3	21.2	8.3	15.6	8.6
S.E.	1.37	1.37	1.55	1.52	1.36	0.89	1.33	1.04
Unweighted n	1,590	1,590	1,368	1,368	1,368	1,368	1,368	1,368
Weighted n (in 1000s)	1,112	1,112	964	964	964	964	964	964
Private, not-for-profit	17.9	82.1	23.6	18.9	22.7	18.9	8.1	7.7
S.E.	1.08	1.08	1.51	1.62	1.54	1.39	0.95	0.84
Unweighted n	1,656	1,656	1,445	1,445	1,445	1,445	1,445	1,445
Weighted n (in 1000s)	248	248	220	220	220	220	220	220
Private, for-profit	30.3	69.7	29.6	21.4	17.5	5.8	24.1	1.8
S.E.	2.43	2.43	2.72	1.90	1.76	1.25	2.66	0.54
Unweighted n	974	974	767	767	767	767	767	767
Weighted n (in 1000s)	225	225	177	177	177	177	177	177

NOTE: Percentages may not add to 100 due to rounding. Row n's may not add to total n's because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up, 1994.

Table A111—Standard errors for figure 7: Average employer rating of hiring factors for front-line workers in an established applicant pool: 1997

Rating	Average employer rating (on a 1–5 scale)*					
	Attitude	Commu- nications skills	Industry- based credential	Years of completed schooling	Academic performance	Reputation of applicant's school
Total	4.6	4.1	3.2	2.9	2.5	2.0
S.E.	0.02	0.03	0.04	0.03	0.04	0.03
Unweighted n	2,746	2,749	2,742	2,746	2,748	2,746
Weighted n (in 1000s)	587	587	585	587	587	587

*A response of 1 indicates the hiring factor is not important and is not considered in hiring; a rating of 5 indicates it is very important to employers.

NOTE: The sample is made up of private, for-profit employers with 20 or more employees.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A112—Standard errors for figure 9: Percentage distribution of employers reporting that the skills required to do production or support jobs at an acceptable level increased, decreased, or remained the same during the last 3 years: 1997

	Increased	Decreased	Remained the same
Total	52.9	5.9	41.2
S.E.	1.59	0.75	1.57
Unweighted n	2,768	2,768	2,768
Weighted n (in 1000s)	594	594	594

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Percentages may not add to 100 due to rounding.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A113—Standard errors for figure 11a: Percentage distribution of employers reporting that the formal training provided to employees has increased, decreased, or remained the same during the last 3 years: 1994

Employers	Increased	Decreased	Remained the same
Total	71.8	1.7	26.6
S.E.	2.58	0.73	2.54
Unweighted n	2,718	2,718	2,718
Weighted n (in 1000s)	500	500	500

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Percentages may not add to 100 due to rounding.

SOURCE: 1994 National Employer Survey, Phase I. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A114—Standard errors for figure 11b: Percentage of employers reporting an increase in formal training during the last 3 years, by reason for increase: 1994

Employers	To remain competitive	Need to improve quality of output	Need to improve productivity	Changes in technology	Changes in products or services	New hires did not have necessary skills	Changes in organization of work
Total	91.9	90.9	87.0	80.7	74.9	71.5	70.7
S.E.	1.86	1.96	2.29	2.69	2.95	3.09	3.10
Unweighted n	2,099	2,100	2,099	2,100	2,100	2,091	2,099
Weighted n (in 1000s)	355	355	355	355	355	351	355

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Row n's may not add to total n's because of missing data.

SOURCE: 1994 National Employer Survey, Phase I. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A115—Standard errors for figure 13: Percentage of firms with work-based learning (WBL) employees reporting that none of their new front-line workers with WBL experience needed remedial training or were fired or quit within 1 year: 1997

Employers	Percentage of firms reporting WBL hires		
	Did not need remedial training	Were not fired within 1 year	Did not quit within 1 year
Total	81.1	55.6	34.6
S.E.	2.2	2.8	2.7
Unweighted n	958	927	926
Weighted n (in 1000s)	191	191	188

NOTE: The sample is made up of private, for-profit employers with 20 or more employees. Row n's may not add to total n's because of missing data.

SOURCE: 1997 National Employer Survey, Phase II. Administered by the U.S. Bureau of the Census; designed and funded by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania.

Table A116—Standard errors for figure 22: Percentage of public schools offering various work-based activities: 1997

	Cooperative education	Job shadowing	Internship	Mentorship
Total	47.6	42.9	24.8	24.5
S.E.	1.62	1.65	1.45	1.46
Unweighted n	14,814	13,963	13,687	13,534
Weighted n (in 1000s)	3,065	2,960	2,930	2,886

NOTE: The sample is made up of public schools with a 12th grade. Schools that were identified by school district officials as primarily vocational in nature were not included in the sampling frame.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth, 1996–97.

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Appendix B—Data Sources and Technical Notes

Data Sources

This section describes the data sources included in this publication.

Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94) followed students from the 1989–90 National Postsecondary Student Aid Study (NPSAS:90) who were identified as first-time beginning students in academic year 1989–90. A computer-assisted telephone interview (CATI) was conducted with these students in 1994, 4 years after the Base Year survey. The CATI system provides interviewers with screens of questions and guides the interviewer and respondent through the interview. The BPS:94 CATI collected information concerning enrollment, program completion, education financing, employment, and family formation; graduate school access and enrollment; and civic participation. The data derived from this survey permit a variety of analyses concerning postsecondary persistence and completion, entry into the work force, and civic participation.

The BPS sample was selected using a three-step procedure, with stratified samples and differential probabilities of selection at each level. First, postsecondary institutions were selected within geographic strata. Once institutions were organized by zip code and state, they were further stratified by control (i.e., public; private, not-for-profit; or private, for-profit) and degree offerings (less-than-2-year; 2- to 3-year; 4-year nondoctorate-granting; and 4-year doctorate-granting). Within each stratum of institution type, institutions were sampled and then students within institutions were sampled. Students who were 1989–90 BPS respondents were then followed up in 1992 and again in 1994. Students who met either of the following criteria were designated as respondents to the 1994 survey: if they confirmed all schools attended during the intervening years, or if they provided their enrollment, employment, and postsecondary degree attainment status through February 1994. Among the eligible sample of students, the unweighted BPS:90/94 response rate is 91.4 percent. The weighted response rate, using the NPSAS:90 analysis weights, is 91.0 percent. Among respondents, about 10 percent of sample members did not have sufficiently detailed enrollment histories to allow for classification in the persistence variables. For more information on BPS:90/94, consult *Beginning Postsecondary Students*

Longitudinal Study Second Follow-up (BPS:90/94) Final Technical Report (NCES 96-153), Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996.

Current Population Survey

The U.S. Census Bureau's Current Population Survey (CPS) collects household data on a monthly basis, primarily on labor force and demographic items. The October supplement to the basic CPS survey focuses on school enrollment and other education-related topics in detail; these data are collected for all household members age 3 or older. The CPS uses a sample of the civilian noninstitutional population of the United States; excluded from the population surveyed are members of the Armed Forces, inmates of correctional institutions, and institutionalized patients. CPS data files include information from approximately 60,000 households on about 110,000 people. Households in all 50 states and the District of Columbia are included. An adult member of the household (minimum age 15) serves as the respondent, providing information on all household members.

Approximately 729 sample areas and 1,973 counties, independent cities, and minor civil divisions are included in the stratified sampling frame. The samples are based on decennial census data, updated frequently to reflect new construction and demolition. The sampling design is revised regularly to improve data quality and reliability. For 1993 and roughly the preceding decade, the CPS samples were drawn from 1980 decennial census files. From 1994 on, the 1990 census was used as the basis for sampling and for weights; the 1990 census included adjustments for estimated undercounts of various groups. Also in 1994, the questionnaire for the CPS was redesigned, and the computer-assisted personal interviewing (CAPI) method of data collection was introduced. Standard errors for this report were estimated using generalized variance formulas, since the strata and PSU information are not available.

For additional information on the CPS and data it provides, refer to publications in the Current Population Reports series (Series P-20). Periodic reports under the title *School Enrollment—Social and Economic Characteristics of Students and Educational Attainment in the United States* may be of particular interest.

High School and Beyond

The High School and Beyond (HS&B) longitudinal survey was first administered in 1980 to a stratified, nationally representative sample of approximately 30,000 high school sophomores and 28,000 high school seniors from more than 1,000 high schools. Follow-up surveys were administered in 1982, 1984, 1986, and 1992. This report uses data for the sophomore cohort from

the First, Second, and Fourth Follow-up Surveys (1982, 1984, and 1992) and the High School Transcript Survey. Smaller subsamples of the sophomore cohort were surveyed in 1984 and 1992. For purposes of this report, analysis samples were limited to public high school students by using the variable HSTYPE. This group was reduced further by including only public high school graduates. Graduation status was defined by using a composite of the graduation status variables RESNLEFT, FUSTTYPE, and SY12 from the Transcript, First Follow-up, and Second Follow-up surveys, respectively. Only those graduates who earned 16 or more Carnegie units in high school and a positive number of Carnegie units in English were included in the samples.

The First Follow-up and High School Transcript Survey were used to examine course-taking patterns for 1982 public high school graduates. The analysis sample comprised 9,596 students. To explore the postsecondary enrollment patterns of 1982 public high school graduates in 1984, researchers used the Second Follow-up, resulting in an analysis sample of 5,984 students. Finally, the report analyzed the Fourth Follow-up data to investigate 1982 public high school graduates' postsecondary and labor market experiences 10 years after graduation in 1992. This final analysis sample comprised 6,787 students.

Standard errors were computed using the Taylor series approximation method. For further information on HS&B, consult Calvin Jones et al., *High School and Beyond Transcript Survey: 1982 Data File Users Manual*, Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, 1984. You may also speak to Aurora D'Amico at (202) 219-1365.

High School Transcript Studies

Conducted in association with the National Assessment of Educational Progress (NAEP), the 1990 and 1994 High School Transcript Studies (1990 and 1994 HSTS) provided course-taking and demographic information for a stratified, nationally representative sample of high school students. The 1990 HSTS collected transcript data for 21,531 seniors from 330 high schools, while the 1994 HSTS collected transcript data for 24,844 seniors from 340 high schools. Only public high school graduates who earned 16 or more Carnegie units in high school and a positive number of Carnegie units in English were included in each of the samples. The HSTS assigned a course identification code number, based on the Classification of Secondary School Courses (CSSC), to each course taken by a student. The *1998 Revision of the Secondary Schools Taxonomy* further classified these CSSC codes into subject and program areas (see figure 1 in chapter I). This taxonomy served to standardize all of the transcripts included in the sample. Standard errors were computed using the Taylor series approximation method. For further information on the 1990 HSTS, see Stanley Legum et al., *The 1990 High School Transcript Study, Final Technical Report*, Washington, D.C.: National Center for Education Statistics, U.S.

Department of Education, December 1992. For further information on the 1994 HSTS, see Stanley Legum et al., *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates, REVISED*, Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, September 1998. You may also speak to Janis Brown at (202) 208-0928.

National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) was a stratified, nationally representative sample of almost 26,000 students in the eighth grade from more than 1,000 public and private junior high schools in the United States. Follow-up surveys were administered in 1990, 1992, and 1994. The Second Follow-up “freshened” the sample to make it representative of students enrolled in the twelfth grade in the spring of 1992 by adding students who were not in the Base Year either because they were not in the country or because they were not in the eighth grade in the spring of 1992. This report used information from the Second and Third Follow-up Surveys and the High School Transcript File.

Transcript data were available for about 17,200 students. The sample used for this report was limited to public high school graduates who earned a regular high school diploma. The variable G12CTRL2 was used to restrict the sample to students attending public high schools, and the variable FRREASL was used to further limit the sample to those students who graduated from high school. (Graduates earning special education diplomas were excluded from the sample.) Only those graduates who earned more than 16 total Carnegie units in high school, and a positive number of Carnegie units in English, were included in the sample.

This report used the Second Follow-up and High School Transcript File to examine the course-taking patterns and academic achievement of 11,780 public high school graduates in 1992. To explore the postsecondary and labor market experiences of this graduating class 2 years after high school, researchers analyzed Fourth Follow-up data. The 1994 sample comprised 8,550 public high school graduates.

Standard errors for the data were computed using the Taylor series approximation method. For further information on NELS:88, consult Steven J. Ingelos et al., *National Education Longitudinal Study of 1988 Second Follow-up: Data File User’s Manual*, Washington D.C.: National Center for Education Statistics, U.S. Department of Education, September 1994. You may also speak to Jeffrey Owings at (202) 219-1777.

National Employer Surveys

The National Employer Surveys (NES) of 1994 and 1997 gathered data from a random sample of private firms on the perceived proficiency of the work force and investments in formal and informal training. The surveys were designed by the National Center on the Educational Quality of the Workforce and were administered by the Bureau of the Census. Public and not-for-profit institutions, establishments with fewer than 20 employees, and corporate headquarters were excluded from the sample. The survey oversampled establishments in the manufacturing sector and those with more than 100 employees. In 1994 and 1997, respectively, 3,167 and 3,081 firms were included in the NES samples. Standard errors take into account the average design effect of the survey, which was calculated through the jackknife method. Weights were created to make the sample representative of the universe of private U.S. firms with 20 or more employees. For more information about the surveys, contact Dan Shapiro at the Institute for Research in Higher Education at the University of Pennsylvania at (215) 898-4585.

National Longitudinal Study of Youth

The National Longitudinal Study of Youth (NLSY) of 1997 collected data on school characteristics, programs, and practices through its School Administrator Survey (SAS) component. The SAS was designed as a census of public and private schools with a twelfth grade among those schools in the geographic areas in which youth in the NLSY student sample were drawn. Data from the 3,281 public schools in the sample were analyzed. Weights in the data file corrected for nonresponse and made the sample representative of the universe of U.S. schools with a twelfth grade, excluding full-time and area vocational schools. Standard errors take into account the average design effect of the survey, which was calculated through the jackknife method. For more information about this survey, please contact Chuck Pierrets at the Bureau of Labor Statistics at (202) 606-7519.

National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study conducted to determine how students and their families pay for postsecondary education. It also describes demographic and other characteristics of enrolled students. The study is based on a nationally representative sample of students taking courses for credit at postsecondary education institutions that are eligible to award federal financial aid. The sample includes students attending all types and levels of institutions, including public and private institutions and less-than-2-year institutions, 2-year institutions, and 4-year colleges and universities. The study is designed to address the policy questions resulting from the rapid growth of financial aid programs and the

succession of changes in financial aid program policies since 1986. The first NPSAS was conducted in 1986–87, followed by successive surveys in 1989–90, 1992–93, and 1995–96. The 1989–90 and 1995–96 studies (NPSAS:90 and NPSAS:96) were used in this report.

NPSAS:90 information was obtained from approximately 1,100 postsecondary institutions on about 47,000 undergraduates. Standard errors for the data were computed using the Taylor series approximation method. Some items on the NPSAS:90 survey had high item nonresponse. For more information on the NPSAS:90 survey, consult the U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 1989–90 National Postsecondary Student Aid Study*, Washington, D.C.: 1992.

NPSAS:96 information was obtained from approximately 830 postsecondary institutions on approximately 41,000 undergraduates. The weighted response rate for institutional record data collection was 93.1 percent. The weighted effective response rate for the telephone interviews was 76.2 percent. Standard errors for the data were computed using the Taylor series approximation method. For more information on the NPSAS:96 survey, consult the U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 1995–96 National Postsecondary Student Aid Study* (NCES 98-073), Washington, D.C.: 1997.

Schools and Staffing Survey

The Schools and Staffing Survey (SASS) collects public- and private-sector data on the nation’s elementary and secondary school teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and programs. Three such surveys have been administered; in 1987–88, 1990–91, and 1993–94. This report used the 1990–91 and 1993–94 SASS to report trends in teacher characteristics and the 1993–94 SASS to describe professional development activities.

The report restricted the survey samples to public school teachers of grades 9–12. The relevant samples used for the analysis in this report included 23,650 teachers from the 1990–91 SASS, and 22,552 teachers from the 1993–94 SASS. The report used linked data from the Teacher and School Files. Standard errors were calculated using the Balanced Repeated Replicates (BRR) weighting method. Teachers who taught 50 percent or more of their courses in vocational subjects were classified as “vocational.” For a detailed description of the procedures used to identify vocational teachers, see Phillip Kaufman, *A Comparison of Vocational and Non-Vocational Public School Teachers in Grades 9 to 12*, Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, 1991. For general background on the 1990–91 SASS, see Steven Kaufman and Hertz Huang, *1990–91 Schools and Staffing Survey: Sample*

Design and Estimation, Technical Report, Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, 1993. For general background on the 1993–94 SASS, see *1993–94 Schools and Staffing Survey: Sample Design and Estimation*, Technical Report, Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, 1996. For additional information, you can also contact Charles Hammer, National Center for Education Statistics at (202) 219-1330 or Charles_Hammer@ed.gov.

Technical Notes

Differences Among Published Data

The Secondary School Taxonomy that was used to classify high school courses in this report was recently revised by NCES (see figure 1 in the Introduction). Generally, only minor revisions in course classifications were made, although a few were notable. For example, the revised taxonomy now includes English as a Second Language courses under English rather than under Non-English (previously Foreign) Languages. Additionally, all computer-related courses are now included under the Vocational curriculum, whereas some were previously included under Mathematics. Because of these and other shifts in the placement of specific courses, there may be small differences between the percentages and average credits published in this report and those published in previous *Vocational Education in the United States* publications or other NCES publications, such as the *Digest of Education Statistics*. However, differences should generally be small. See D. Bradby and E.G. Hoachlander, *1998 Revision of the Secondary School Taxonomy* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, Working Paper No. 1999-06, March 1999).

Generally, differences among published data may also be due to the application of different rules for determining which students should be included in an analysis. This report bases its analysis of high school course taking on the sample of public high school graduates who earned 16 or more Carnegie units in high school and a positive number of Carnegie units in English. See M. Alt and D. Bradby, *Procedures Guide for Transcript Studies* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, Working Paper No. 1999-05, March 1999).

Accuracy of Estimates

The statistics in this report are estimates derived from samples. Two broad categories of error occur in such estimates: sampling and nonsampling error. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling

errors occur not only in surveys of sample groups but also in complete censuses of entire populations.

Nonsampling errors can be caused by a number of factors: inability to obtain complete information about all students in all schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors in collecting, processing, sampling, and estimating missing data.

The accuracy of a survey result is determined by the effect of sampling and nonsampling errors. In surveys with sample sizes as large as those used in this report, the sampling errors generally are not the primary concern, except where separate estimates are made for relatively small subpopulations, such as Asian/Pacific Islanders or American Indian/Alaskan Natives. In this report, small sample sizes were generally not a problem. Instances are noted where sample sizes were small enough to affect sampling errors.

Complex Sampling

The BPS:90/94, CPS, HS&B, 1990 and 1994 HSTS, NELS:88, NES, NLSY-97, NPSAS, and SASS all use multistage-sample designs. The resulting samples, while representative, are not simple random samples. For example, students in both HSTS and in HS&B were selected within high schools that were grouped within strata. Because of the effects of the multistage designs (students within schools and schools within various strata) and because of the effects of certain adjustments to the sampling weights (poststratification and weighting adjustments), observations made on different students cannot be assumed to be independent of one another. As a result, ordinary formulas used to estimate the variance of sample statistics, based on assumptions of independence and simple random samples, will tend to underestimate the true sample variability. To overcome this problem, standard errors for most estimates in this report were calculated using either replication procedures or Taylor residual techniques.

All estimates, standard errors, unweighted n's, and weighted n's are available from NCES in comma-separated form for use with all major spreadsheet software and microcomputers. In addition, hard copies of the taxonomies used to categorize courses and programs are also available, as well as hard copies of all tables in the report. Those interested in this information should contact the Early Childhood, International, and Cross-Cutting Studies Division, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, D.C. 20208.

Statistical Procedures

Most statistical tests used in this report were based on t statistics and included estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating t values for the differences between each pair of means or proportions and by comparing these to published tables of significance levels for two-tailed hypothesis testing. These t values may be computed for comparisons using independent estimates with the following formula:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

In some cases, comparisons within and among rows or columns of data were made, and one of several tests of dependence was used. These tests included linear trend and chi-squared tests for tables of proportions, and weighted least squares (WLS) regression and analysis of variance (ANOVA) for tables of means. Linear trend and WLS tests were used to examine whether an increasing or decreasing trend existed within a single row or column of ordered data and to compare rows or columns of ordered data. Chi-squared and ANOVA tests were used to compare rows or columns of unordered data.

Multiple Comparisons

The baseline t value for the statistical analysis performed in this report is assumed to be 1.96, which represents the number of standard errors away from the expected value of the sample mean. This corresponds to a 95 percent confidence interval or a 5 percent alpha level. As the number of comparisons on the same set of data increases, so does the likelihood that the t value for at least one of the comparisons will exceed 1.96 simply due to increases in sampling error. For a single comparison, there is a 5 percent chance that the t value will exceed 1.96 due to sampling error. For five tests, the risk of getting at least one t value higher than 1.96 increases to 23 percent, and for 20 comparisons, 64 percent.

One way to compensate for this risk when making multiple comparisons is to adjust the alpha level to take into account the number of comparisons being made. For example, rather than establishing an alpha level of 5 percent for a single comparison, the alpha level is set to ensure that the likelihood is less than 5 percent that the t value for any of the comparisons exceeds the critical value by chance alone when there are truly no differences for any of the comparisons.

This Bonferroni adjustment is calculated by taking the desired alpha level and dividing it by the number of possible comparisons, based on the variable(s) being compared. The higher t value corresponding to the revised lower alpha level must be exceeded in order for any of the comparisons to be considered significant. For example, to test for differences in participation rates between whites, blacks, and Hispanics, the following steps would be involved:

- Establish the number of comparisons—in this case three (whites and blacks, whites and Hispanics, and blacks and Hispanics). The number of two-way comparisons that can be made equals $[(n)(n-1)]/2$, where n is the number of variable categories. Thus, with three categories, the number of possible comparisons is $[(3)(2)]/2 = 3$.
- Divide the desired alpha level, 0.05, by the number of comparisons (e.g., three) to obtain the new alpha level ($0.05/3 = 0.0166$).
- Consult a table of t statistics (or the standard normal table for z values if the n is large) to find the two-tailed t value that corresponds to that alpha ($t = 2.39$ for alpha = 0.0166).

All comparisons in this report were tested using the Bonferroni adjustment for t tests. The number of comparisons used to make the Bonferroni adjustment was based on the relationship(s) being tested.

Appendix C—Glossary

Academic subjects: The high school academic curriculum is divided into the main subject areas listed below and corresponds to the 1998 revised Secondary School Taxonomy categories. The examples given are not exhaustive of the courses included in each subject area.

Mathematics: Includes courses in general mathematics, consumer mathematics, pre-algebra, algebra 1, geometry, algebra 2 through precalculus (including Algebra 2 and 3, Trigonometry, Analytic Geometry, and Mathematical Analysis), advanced math (including Calculus, AP Calculus, IB Mathematics, and Probability and Statistics), unified mathematics (an integrated course sequence usually taught over two or three years), and occupationally related mathematics (including Vocational Mathematics, Business Mathematics, and Technical Mathematics). Course levels indicated in this report include the “below Algebra 1”/“Algebra 1 or higher” distinction, as well as functional, basic, and regular designations.

Science: Includes courses in survey science, biological science (including Biology and some specialized courses such as Botany, Zoology, and Anatomy and Physiology), chemistry, physics, earth science, physical science, and engineering. Course levels indicated in this report include basic, regular, advanced/honors, specialized topic, and AP/IB designations.

English: Includes survey courses (including language skills courses and English 9–12), as well as courses in literature, composition and writing, speech, and English as a Second Language. Course levels indicated in this report include functional, basic, regular, advanced/honors, and AP/IB designations.

Social studies: Includes courses in American history, world history, government and politics, economics, behavioral sciences (including Psychology and Sociology), geography, and social science/humanities/other (including Social Studies, American Studies, Area Studies, Women’s Studies, Law, Anthropology, and Philosophy). Course levels indicated in this report include basic, regular, advanced/honors, specialized topic, and AP/IB designations.

Fine arts: Includes courses in visual arts, music, dance, and theater arts.

Non-English languages: Includes courses in Spanish, French, German, Latin, Italian, and other non-English languages and literatures.

Apprenticeship: Programs registered with the Department of Labor or a state apprenticeship agency in accordance with the Act of August 16, 1937, commonly known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

Carnegie unit: A standard of measurement used for secondary or high school education that represents the completion of a course that meets 1 period per day for 1 year. See **credit**.

College preparatory: Public high school graduates were classified as college preparatory if they completed 4.0 credits in English; 3.0 credits in mathematics at the Algebra 1 level or higher; 2.0 credits in biology, chemistry, and/or physics; 2.0 credits in social studies with at least 1.0 credit in U.S. or World History; and 2.0 credits in a single foreign (non-English) language during high school. Students who met both the vocational concentrator (see below) and college preparatory criteria were generally included with the vocational group. In a few instances, this “both” group was reported separately. See **vocational concentrator** and **other/general students**.

Community college: A public institution that awards associate’s degrees or less-than-4-year, subbaccalaureate certificates as its highest award type. See **postsecondary institutions, public 2-year institutions**.

Comprehensive high school: The typical U.S. high school, offering, at minimum, academic studies and usually some vocational education.

Cooperative education: Programs that allow students to earn course credit for paid or unpaid employment that is related to a specific occupational program of study. In contrast, general work experience is not connected to a specific occupational program.

Core academic standards: In the 1983 publication *A Nation at Risk*, the National Commission on Excellence in Education recommended that high school graduation requirements be strengthened, and that, at a minimum, all students take 4 years of English; 3 years each of mathematics, science, social studies; and one-half year of computer science. The “core academic standards” referred to in this report include the recommendations for English, mathematics, science, and social studies.

Courses completed: Public high school graduates were said to have completed a course in a subject area if they earned a Carnegie unit, or a fraction of a unit, in that subject area.

Credit: At the secondary or high school education level, credits and Carnegie units were used interchangeably to represent the completion of a course that meets 1 period per day for 1 year. (See **Carnegie unit**.) At the postsecondary level, credits were standardized across institution types, with 1 credit generally equivalent to 1 hour of classroom work for 1 semester.

Curriculum types: At its most aggregated level, the 1998 revised Secondary School Taxonomy divides the high school curriculum into four distinct curricula:

Academic: See **academic subjects**.

Vocational: The high school vocational curriculum is divided into family and consumer sciences education, general labor market preparation, and specific labor market preparation coursework. See **vocational education** and **vocational programs**.

Enrichment/other: See **enrichment/other**.

Special education: Includes courses designed for students with individual education plans. This report does not describe special education coursework, with the exception of functional or exceptional/special education (ESE) courses taken within the academic curriculum. These courses are designated as functional level courses.

Degrees: See **postsecondary award types**.

Dependency status: Postsecondary students reported whether they were financially dependent on or independent from their parents.

Disability status: High school students' disability status was constructed from teacher and parent responses. Postsecondary students' disability status was based on self-reported information.

Enrichment/other: Included in this high school curriculum are courses designed for students' personal enrichment, including courses in general skills; health, physical, and recreation education; religion and theology; and military science.

General work experience: Programs that allow students to earn course credit for paid or unpaid employment. Unlike cooperative education, general work experience is not connected to a specific occupational program of study.

New Basics standards: In the 1983 publication *A Nation at Risk*, the National Commission on Excellence in Education recommended that high school graduation requirements be strengthened, and that, at a minimum, all students take 4 years of English; 3 years each of mathematics, science, social studies; and one-half year of computer science. The “core academic standards” referred to in this report include the recommendations for English, mathematics, science, and social studies. See **core academic standards**.

Other/general students: Public high school graduates were classified as other/general if they met neither the college preparatory or vocational concentrator criteria. See **college preparatory** and **vocational concentrator**.

Postsecondary award types: Certificates and degrees awarded by postsecondary institutions are defined as follows:

Certificate: An award granted for the successful completion of a postsecondary program of studies. Subbaccalaureate certificates require less than 4 years (or equivalent) of full-time college-level study. These certificates are usually awarded in a vocational field and may cover the same coursework as a vocational associate’s degree, but without the general education requirements. Some certificates, such as teaching certificates, may be awarded for post-baccalaureate study.

Associate’s degree: A degree granted for the successful completion of a subbaccalaureate program of studies, usually requiring at least 2 years but less than 4 years (or equivalent) of full-time college-level study. This includes degrees awarded in vocational and academic fields.

Bachelor’s degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study.

Master’s degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor’s degree.

Education specialist: A degree or certificate generally awarded for one year’s work beyond the master’s level.

Doctorate: An earned degree carrying the title of Doctor. Many doctorates in both academic and professional fields require an earned master’s degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading.

First-professional degree: A degree that signifies both completion of the academic requirement for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree is usually based on a program requiring at least 2 academic years of work before entrance and a total of at least 6 academic years of work to complete the degree program, including both previously required college work and the professional program itself.

Postsecondary institutions: Six main types of postsecondary institutions offer vocational education programs and are included in this report:

Public 4-year institutions: Include public institutions that award bachelor's or graduate degrees as their highest degree type.

Public 2-year institutions: Include public institutions that award associate's degrees or less-than-4-year, subbaccalaureate certificates as their highest award type. These institutions are sometimes referred to as community colleges in this report. See **community college**.

Public less-than-2-year institutions: Include public institutions that generally do not award degrees but award subbaccalaureate certificates of less than 2 years in length. These institutions are sometimes referred to as **vocational-technical institutes** in this report. See **vocational-technical institute**.

Private, not-for-profit 4-year institutions: Include private, not-for-profit institutions that award bachelor's or graduate degrees as their highest degree type.

Private, not-for-profit 2-year institutions: Include private, not-for-profit institutions that award associate's degrees or less-than-4-year, subbaccalaureate certificates as their highest award type. These institutions include all private, not-for-profit less-than-4-year institutions.

Private, for-profit institutions: Include private, for-profit institutions that usually offer certificates but may offer other degrees as well. These institutions are sometimes referred to as private proprietary institutions.

Postsecondary major: See **postsecondary program type**.

Postsecondary program type: Subbaccalaureate majors are classified into the following main program areas according to the taxonomy depicted in figure 2 in the Introduction to this report:

Academic: Includes mathematics and science; letters, humanities, and communications; social sciences; art and design; and education, among other fields.

Vocational: Includes program areas listed under vocational programs for postsecondary education. See **vocational programs**, *at the postsecondary level*.

Race–ethnicity: Classification indicating general racial or ethnic heritage based on self-identification. These categories are in accordance with the classification scheme presented below:

American Indian/Alaskan Native: A person having origins in any of the peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander: A person having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands including, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black, non-Hispanic: A person having origins in any of the black racial groups in Africa, excluding persons of Hispanic origin. For simplicity’s sake, persons in this group were generally referred to as blacks in this report.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White, non-Hispanic: A person having origins in any of the peoples of Europe, North Africa, or the Middle East, excluding persons of Hispanic origin. For simplicity’s sake, persons in this group were generally referred to as whites in this report.

School-based enterprise: A class-related activity that engages students in producing goods or services for sale or use to people other than the participating students themselves.

Socioeconomic status: Constructed from data on father’s occupation, father’s education, mother’s education, family income, and material possessions in the household.

Subbaccalaureate student: A postsecondary student who reported that he or she was currently seeking an associate’s degree, postsecondary certificate, or was not seeking a postsecondary credential of any kind.

Tech prep: Programs consisting of the 2 or 4 years of secondary education or high school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2

years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies, designed to lead to an associate’s degree or certificate in a specific career field. Also referred to as 2+2 programs.

Urbanicity: Schools were classified based on standards used by the U.S. Census:

Urban: A school was located in the central city of a Standard Metropolitan Statistical Area (SMSA).

Suburban: A school was located either (1) within a SMSA, but outside the central city; or (2) outside a SMSA, but in a town with a population of 2,500 or more and that was defined as urban.

Rural: A school was located in a community with a population of less than 2,500 and that was defined as rural.

Vocational concentrator: Public high school graduates were classified as vocational concentrators if they completed 3.0 or more credits in a single occupational program area. Students who met both the vocational concentrator and college preparatory criteria were generally included with the vocational group. In a few instances, this “both” group was reported separately. See **college preparatory** and **other/general students**.

Vocational and technical education: Organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of an individual.

This publication refers to the following three types of vocational education at the high school level. (All vocational education at the postsecondary level is considered to be specific labor market preparation.) The examples given are not exhaustive of the courses offered in each area.

Family and consumer sciences education: Consists of courses intended to prepare students for roles outside the paid labor market, including Home Economics, Child Development, Foods and Nutrition, and Clothing.

General labor market preparation: Consists of courses that teach general employment skills but do not have as their primary objective preparing students for paid employment

in a specific field. These courses include Typewriting, Word Processing, Industrial Arts, Career Exploration, General Work Experience, and Technology Education.

Specific labor market preparation: Consists of courses that teach skills and provide information required in a particular vocation or occupation. Courses are organized into occupationally specific program areas. See **vocational programs**.

Vocational high school: Includes full-time vocational high schools and area or regional vocational schools. The latter type of school may serve postsecondary and adult students in addition to high school students.

Vocational programs: Vocational programs (also called specific labor market preparation or occupationally specific programs) are offered at both the secondary and postsecondary levels, although the classifications differ somewhat at the two levels. The examples given are not exhaustive of the courses offered in each area.

At the secondary or high school level, vocational coursework is grouped by the 1998 revised Secondary School Taxonomy into the following occupationally specific program areas:

Agriculture and renewable resources: Includes courses in Agricultural Mechanics, Horticulture, Animal Sciences, and Environmental Management.

Business: Offers training in business services and business management, including courses in Bookkeeping, Accounting, Data Entry, Office Procedures, Business and Management, and Banking and Finance.

Marketing and distribution: Includes courses related to the selling and distribution of goods and services, including Distributive Education, Distribution and Marketing, Fashion Merchandising, and Entrepreneurship.

Health care: Includes courses intended to prepare students for careers in the health professions, such as Health Occupations, Dental Assistant, Medical Laboratory Technologies, and Practical Nursing.

Public and protective services: Includes courses in Criminal Justice, Fire Protection, Public Administration, and Social Work.

Trade and industry: Includes coursework in construction trades, mechanics and repair, precision production, and transportation and material moving. The construction trades program area includes courses in Electricity, Carpentry, Plumbing, and General

Construction. Mechanics and repair includes courses in Industrial Maintenance; Radio and TV Repair; Air Conditioning, Refrigeration, and Heating; and Auto Mechanics. Precision production includes courses in Drafting, Graphic Arts, Machine Shop, Woodworking, Plastics, Electronics, and Leatherwork and Upholstery. Transportation and material moving includes Aviation Technology, Marine Engine and Boat Repair, and Truck Driving.

Technology and communications: Includes coursework in computer technology, communication technology, and other technologies. The computer technology field includes courses in Computer Applications, Computer Programming, and Data Processing. The communication technology field includes courses in Broadcast Management, Film Making, and Radio and Television Production. Other technology courses include Electronic Technology, Industrial Production Technology, and Chemical Technology.

Personal and other services: Includes courses in Cosmetology, Clothing and Textiles, Vocational Home Economics, and Institutional Maintenance.

Food service and hospitality: Includes courses in Food Service and Nutrition, Hospitality, and Travel and Tourism.

Child care and education: Includes courses in Teacher Assisting, Child Care, and Elder Care.

At the postsecondary level, vocational coursework is grouped into the following occupationally specific program areas according to the taxonomy depicted in figure 2 in the Introduction to this report:

Agriculture: Includes coursework in agricultural business and production including horticulture, agricultural sciences such as animal sciences, and conservation and renewable natural resources.

Business and office: Includes coursework in business administration and management such as accounting, and in administrative and secretarial services such as typing and word-processing.

Marketing and distribution: Includes coursework in the marketing operations of apparel and accessories, business and personal services, financial services, and hospitality and recreation, as well as retailing and wholesaling operations.

Health: Includes coursework in nursing and other allied health fields such as dental and physical therapy assisting, and in health sciences such as medical laboratory and clinical anatomy.

Home economics: Includes coursework in family and community studies, foods and nutrition science, child care provider/assistant, and clothing, apparel, and textile workers and managers.

Technical education: Includes the following subgroupings:

Protective services: Includes coursework in criminal justice and fire protection.

Computers/data processing: Includes co coursework urses in computer programming, data processing, and computer and information sciences.

Engineering/science technologies: Includes coursework in architectural engineering technology; computer engineering technology; heating, air conditioning, and refrigeration technology; industrial/manufacturing technology; biological technology; and nuclear and industrial radiological technologies.

Communication technologies: Includes coursework in educational media, photographic technology, and radio and television broadcasting technology.

Trade and industry: Includes coursework in construction; automotive and other mechanics and repairers; drafting and other precision production; transportation and materials moving; and consumer, personal, and miscellaneous services.

Vocational specialist: Public high school graduates were classified as vocational specialists if they completed 4 or more Carnegie units in a single vocational program area in high school, with at least 2 of those units in a second or later course in the sequence. This classification is based on a more strict definition of vocational participation than that for vocational concentrators. See **vocational concentrator**.

Vocational teacher: Teachers of grades 9–12 were assigned vocational teaching status if 50 percent or more of the courses they taught were in a vocational area as defined by the Secondary School Taxonomy, or their primary assignment was in a vocational area when course information was not available.

Vocational-technical institute: Include public institutions that generally do not award degrees but award subbaccalaureate certificates of less than 2 years in length. See **postsecondary institution types, public less-than-2-year institutions.**

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Appendix D—Bibliography

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